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ABSTRACT

The objective of this remediation handbook is to help the classroom teacher to diagnose and remedy the various kinds of problems grouped under the heading of reading disability. The handbook is organized into two volumes: volume one constitutes a reading disabilities checklist which can be reproduced by the teacher as an observational guide. Volume two is an extension of volume one and offers additional reading activities that the teacher can utilize in planning instruction for the students. Once observation or testing indicates the presence of a specific disability, the teacher can refer to a specific page for a discussion of the disability, for recommended remedial techniques, and for recommended materials. A professional reference is also included for those wishing more information about a given disability. Volume one also contains a suggested magazine list for elementary pupils. (WR)

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# A REMEDIATION HANDBOOK FOR
# CHILDREN WITH READING DISABILITIES

INTERDISCIPLINARY APPROACH TO INDIVIDUALIZED
CORRECTIVE PROGRAMS FOR DISABLED READERS

Project No. 44-72-0010-0
A Remediation Handbook for
Children with Reading Disabilities

Mr. Bob Muhs, Project Director
Towner, N.D. 58788

Title III

CS 001 593

# PREFACE

The objective of this "Remediation Handbook for Children with Reading Disabilities" is to help the classroom teacher to diagnose and remediate the various kinds of problems grouped under the heading of "reading disability." We believe that children who get into difficulty with reading, need immediate help. We hope that this "Handbook" will facilitate such immediate help.

The organization of the "Handbook" is simple. There are two volumes. Volume I was prepared by the Psychological Services Center, a Division of Region One Education Service Center, Edinburg, Texas. It was authored by Robert R. Farrald, Frances Harpis, and Vinson M. Jester. The Table of Contents for Section I constitutes a reading disabilities checklist. The teacher can reproduce this checklist as an observational guide. Once observation or testing indicates the presence of a specific disability, the teacher can refer to the page indicated in the Table of Contents, Reading Disabilities Checklist, for a discussion of the disability, for recommended remedial techniques, and for recommended materials. A professional reference is also included for those wishing for more sophisticated information about any given disability. Section II is a Suggested Magazine List for Elementary Pupils (a high interest-low vocabulary booklist was in the materials previously given to schools in the UMSSP). Appendices included are Selected Bibliography in Reading and Selected Bibliography of Reading Tests.

Volume II was prepared by the UMSSP clinic staff as an extension of Volume I. The objective was to offer additional reading activities that the teacher could utilize in planning instruction for her students. We have organized these activities under the same disability headings used in Volume I. The only addition was a heading Motivating Recreational Reading. Therefore, the teacher needing ideas in for instance the disability "Inadequate Sight Vocabulary" has two references to refer to. One would be the pages indicated in the checklist of Volume I under that disability and the other would be the pages indicated in the checklist of Volume II.

Although this "Handbook" does not exhaust all possible types of disabilities, possible remediation procedures, or possible commercial materials, it is hoped that it will serve as a useful guide for teachers teaching diagnostically.

# REMEDIATION HANDBOOK

## VOLUMN I

PSYCHOLOGICAL SERVICES CENTER

REGION ONE EDUCATION SERVICE CENTER

EDINBURG, TEXAS

Robert R. Farrald
Francis Harpis
Vinson M. Jester

# SECTION I: DIAGNOSTIC TEACHING

DISABILITIES

REMEDIAL TECHNIQUES

TEACHING MATERIALS

PROFESSIONAL REFERENCES

> When the child is ready to attack something new, he must succeed at once or his fear and insecurity will return . . . the whole progress of remedial reading is a continual watching of new steps and often of taking quick steps backward when the pace has been set too fast . . .. In fact, any attempt to make a sort of "curriculum of remedial reading" is a direct invitation to failure, since it cannot provide success steps day by day for all children.
>
> Edward W. Dolch

SECTION I: TABLE OF CONTENTS: READING DISABILITIES CHECKLIST

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## TABLE OF CONTENTS: READING DISABILITIES CHECKLIST (Con't.)

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## PART I: LACK OF READING READINESS

Immaturity or lack of readiness for reading, at any level, requires most of the remediation procedures listed below. Many of the materials suggested are appropriate only for primary level children, but field trips, audio-visual aids, games and activities, science experiments, puppets and other supplies which encourage creativity, and related follow-up through verbalization of experience (written and/or spoken) can help to establish readiness and motivation in students of all ages.

The concept of readiness is important at all levels of education, but it is most important in the primary grades. The teacher must determine whether a child is ready to learn to read, and if he is not ready the teacher must find out how she can best help the child attain an adequate level of readiness. The teacher must assist the child in becoming adjusted to life in school; she must broaden the child's background of experience; she must help the child gain greater emotional and social maturity; she must help the child increase his speaking and understanding vocabulary; she must provide an environment in which the child will have an opportunity to develop the skills essential to beginning reading; and she must increase the child's interest in reading and make him aware of the functions of reading.

The following guidelines should prove useful to the teacher who discovers that some or all of her students are not yet ready for formal reading instructions:

- * Make reading readiness activities an integral part of the total instructional program.
- * Provide direct help in the form of practice activities if some boys and girls need such help.
- * Be sure that the reading readiness program provides a background for the initial reading tasks. (Few commercial materials provide such assurance.)
- * The child should be ready for each stage in learning to read before he begins it.

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Immaturity, lack of readiness.<br>Symptoms:<br>1. Low mental age<br>2. Inadequate speech production and language function<br>3. Inattentive attitudes<br>4. Undeveloped motor skills | A. Delay formal book reading.<br>B. Provide opportunities for real and vicarious experience.<br>C. Stimulate growth in language ability, speaking and listening.<br>D. Develop critical thinking, curiosity, imagination, and emotional reaction.<br>E. Teach anticipation, meaning, sequence and recall.<br>F. Develop perception (likenesses and differences, space perception, size, spatial relationships, patterning) and motor coordination.<br>G. Maintain left-to-right and top-to-bottom orientation.<br>H. Provide activities for experience. Storytelling.<br>I. Develop skills in use of small and large muscles. | Field trips related to current instruction and for orientation to entire environment<br>Audio visual aids of great variety.<br>Experience charts dictated by students to teacher to record news and activities of the classroom. These may be individual or class efforts.<br>Peabody Language Development Kit<br>Reading Readiness Picture Cards, by Beckley-Cardy Co. (Any pictures are helpful, but this set of three packets, Look, Hear, and Tell is invaluable. Order through Educational Supply Co., Inc., 2823 East Gage Avenue, Huntington Park, CA $4.00 plus postage. They will bill you.)<br>*Oral Language Program.<br>*Beverly Brekke, Visual Perception | Gates, A.I. The Improvement of Reading. New York. MacMillan, 1947.<br>Jersild, Beginning, Reading Instruction, Chapter 52 and Tireman, L.S. The Bilingual Child and His Reading Vocabulary, Chapter 54, Harris, A.J. Readings on Reading Instruction, New York. McKay, 1963.<br>Russell, David H. Children Learn to Read. Waltham, Mass., Ginn & Co. pages 185-191.<br>Artlev, A. Sterl. Your Child Learns to Read. Scott, Foresman & Co., 1953. pages 50-51.<br>Gray, W.S. On Their Own in Reading. New York. Scott, Foresman & Co., 1948. pages 42-43. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Immaturity, lack of readiness. (Con't.) | | Creative Playthings Catalog will provide pictures and prices of many materials for creative manipulation and countless language uses.<br>Booklets of educational games. Four are listed here. Others are available through the Instructor Magazine and The Grade Teacher.<br>Russell, David H., and Karp, Etta E., Reading Aids Through the Grades, New York, Columbia Teachers College Press, 1965.<br>See Valett's The Remediation of Learning Disabilities (Fearon Publication). Also see Exercises For Children with Learning Problems (Psychological Services Center, Region One Education Service Center, Harlingen, Texas.)<br>Russell, David H., and Russell, Elizabeth F., Listening Aids Through the Grades, New York, Columbia Teachers College Press, 1965.<br>Wagner, Guy, Hosier, Max, and Blackman, Mildren, Reading Games, Darien, Conn., Teachers Publishing Corp., 1960. | Bumpass, Faye L., Teaching Young Students English as a Second Language. New York. American Book Co. 1963. pages 12-29<br>Lefevre, Carl A. Linguistics and the Teaching of Reading. New York, McGraw-Hill Inc., 1964, pages 36-37<br>Non-Oral Reading Series Teachers Guide. Primary Educational Service, Chicago. 1963, pages 9-10<br>Applegate, Mauree. Easy in English. New York. Harper & Row, 1964, pages 51-77<br>McCullough, Creative Reading. Chapter 64.<br>Bond, Guy L., and Tinker Miles, L. Reading Difficulties: Their Diagnosis and Correction. New York, Appleton-Century Crofts, 1967, pages 267-301. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Immaturity, lack of readiness (Con't.) | | Reading Center with tables, chairs and book shelves arranged invitingly. Change displays frequently. | Harris, Albert J. How to Increase Reading Ability. London, Longmans, Green and Co. 1952. pages 328-329. |
| | | Class projects of building models of houses, boats, airplanes, etc., from precut pieces. Sand tables for demonstrations and activities. Make model farm with plastic animals, buildings, etc. | DeBoer, John J. and Dallmann, Martha. The Teaching of Reading. New York. Holt, Rinehart & Winston, Inc. 1964. pages 351-362. |
| | | Aquariums, terrariums, plants, perhaps a garden by the school. | Frostig, Marianne and Horne, David. Pictures and Patterns, Teachers Guides, Chicago, Follett Publishing Company, 196[illegible]. |
| | | Costumes and props for dramatic play, for playing store, and playing house, fireman, policeman, etc., plus puppets, both commercial and handmade. See Vol. of New Childcraft, Make and Do. | Tinker, Miles. "Eye Movements in Reading". Chapter II. Harris. Readings on Reading Instruction. |
| | | Puzzles of varying challenge. Begin with simple puzzles of a few large pieces and establish rules for their use and care. Scissors, paste, paper supplies, clay, crayons, scrapbooks, magazines for cutting, tables and chairs arranged for activity centers. | |
| | | Science corner where water is evaporating, or rust is developing or magnets and magnifying glasses wait beside articles to explore with them. | |

| Disability | Remediatio | Materials | References |
|---|---|---|---|
| (1) Immaturity, lack of readiness. (Con't.) | A. Brief and varied activities. Notice individual responses to instruction and activities in order to capitalize on interests. | Reading Readiness Kit. Ginn and Company. Statler Building, Back Bay, P.O. 191, Boston, Mass. 02117.<br>124 Magnetic Cut-Out Characters, Holt, Rinehart and Winston, Inc. 383 Madison Ave. New York, 10017. | McKim, Margaret and Caskey, Helen. Guiding Reading Growth in the Modern Elementary School. McMillan Co. New York. 1963. page 68. |
| (2) Lack of adjustment to school situation.<br>Symptoms: | B. Plan short periods of quiet and active work. Use simple projects to insure success. | Science posters, Health posters, Community posters: Scott, Foresman. Palo Alto, California. | |
| 1. Inability to respond to rigid schedules and regular routines. | C. Change plan of instruction to suit needs, and prevent boredom or restlessness. | See Games: Teacher-Directed Activities (Region One Psychological Services Center) | |
| | D. Encourage group activities. | KELP Materials. (McGraw-Hill Co., St. Louis, Mo.) | |
| 2. Undeveloped sense of time and slow in accomplishment. | E. Provide for an informal and flexible program. | *Oral Language Program | |
| 3. Restlessness in class. | F. Provide for oral discussion. | | |
| 4. Tendency to be isolated. | G. Enrichment materials to provide informal discussion and at the same time develop the child socially and emotionally, intellectually and physically. | | |
| | H. A life-related oral language program which provides experience in expressing their own thoughts and feelings. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Lack of adjustment to school situation (Con't.) | I. Introduce: picture books, children's experiences, discussions and a variety of games. | | |
| | J. Alternate discussions with acting-out games and exercises. | | |
| | K. Use extra materials for fast or slow workers: drawing, cutting out and pasting, working puzzles or listening to music. | | |
| | L. Provide opportunities for group interaction. | | |
| (3) Lack of experiential background. | A. Make use of language expressions with pictures and words to develop interest and participation. | Primary Musical Games, Educational Activities, Box 392, Dept. CELL, Freeport, New York. | Bond, Guy & Tinker. Miles Reading Difficulties: Their Diagnosis and Corrections. Appleton-Century-Croft. New York. 1967. Page 286 |
| Symptoms:<br>1. Poor language usage. | B. Read stories, poetry, rhymes, etc. to the children. | Various materials. The Judy Co. 310 North Second St. Minneapolis, Minnesota, 55401 | |
| 2. Poor social habits. | C. Stimulate interest and speech responses through first hand experiences. Provide contact with objects, materials, and situations. | Experience in Science Record Text - McGraw-Hill Book Co., Manchester, Mo., 63011.<br>Peabody Language Development Kits. | |
| | D. Guided study in social activities and group work. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (3) Lack of experiential background. (Con't.) | E. Classroom environment needs to stimulate new interest. | | |
| | F. Story telling. | | |
| | G. Listen to records. | | |
| | H. Play games. | | |
| | I. Put puzzles together. | | |
| | J. Development of interest in environment. | | |
| | K. Bulletin board display; stories with words; and dramatization with puppets. Record child's voice and play back. Basic vocabulary series. | | |
| | L. Make stories about horses, bears, circuses, dogs, lions, and tigers, and folk stories. | | |
| | M. Field trips to fire station, farms, exhibits, etc. | | |
| | N. Organized play areas. Provide supervision to develop good social habits. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Lack of comprehension of relationships, comparisons, contrasts and classifications. | A. Compare, contrast, and classify materials as related to subject read.<br>B. Classify objects, pictures, and other materials in regard to geographical localities and sources.<br>C. Learn the steps of making outlines of materials covered.<br>D. Categorize pictures, toys, or objects according to classification, such as farm animals, wild animals, zoo animals, city people, community helpers, etc.<br>E. Classify pictures accordingly.<br>F. Arrange play materials in different rooms in a class playhouse.<br>G. Arrange pictures of people, plants, animals and objects according to their own classification. | Pre-primer workbooks. Scott-Foresman<br>Toys: doll house, furniture, animals, etc.<br>Pictures.<br>Science book: We Look and Learn<br>Peabody Kit.<br>Discarded catalogs: Sears, Montgomery Wards, etc.<br>Kindergarten Evaluation of Learning Potential Program. (McGraw-Hill)<br>Concept Picture Puzzles and Charts (Harcourt, Brace and World)<br>Conceptual Skills Section. The Remediation of Learning Disabilities. (Fearon Publishers)<br>Goldstein-Levitt Reading Readiness Program (Follett Publishing Co.) | Carrillo, Lawrence W. Informal Reading Readiness Experiences. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Lack of comprehension of relationships, comparisons, contrasts and classifications. (Con't.) | | An Experience-Centered Language Program (Franklin Publications, Inc.)<br>My Weekly Reader Series (American Educators Publications) | |
| (5) Inadequate visual discrimination skills. | A. Match pictures for gross visual discrimination. | Geometric figures of different sizes and shapes. Common objects with slight differences for discriminations. Charts with color and names. Names of children, objects in classroom, and matching. | Monroe, Marian. Growth In Reading, Scott Foresman and Co., Chicago Ill. Page 153. |
| Symptoms: | B. Point out differences. | Six Colorful Background Scenes. (24 X 36) Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, 10017. | |
| 1. Inability to correctly identify sizes, colors, and configurations. | C. Point out similarities.<br>D. Use colors, names, and common objects. | | |
| 2. Inability to distinguish between word symbols. | E. Point out missing parts. | 20 Pictorial Rhyming Sound Cards, Steck Vaughn Co., P. O. Box 2028, Austin, TX 78767. | |
| 3. Inability to recognize similarities and differences. | | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Inadequate visual discrimination skills. (Con't.) | | Frostig Materials- Frostig Program for Development of Visual Perception, Follett Publishing Co., 1010 West Washington Blvd. Chicago, Ill., 94110. | |
| | | KELP Materials (McGraw-Hill Book Co., New York, New York.) | |
| | | Perceptual Form Home Training Guide Kit and Teacher Templates (Winter Haven Lion's Research Foundation) | |
| | | Color Concepts, Record CL18 (Bowman Records) | |
| | | The Developmental Program in Visual Perception (Follett Publishing Co.) | |
| | | Listen and Do, 16 recordings and worksheets (Houghton-Mifflin Co.) | |
| | | Visual-Perceptual Skills, Filmstrips (Educational Records Sales). | |
| | | Visual-Motor Skills 1, Continental Press). | |
| | | *Beverly Brekke, Visual Discrimination. | |

| Disability | Remediation | Materials | References |
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| (6) Inadequate auditory discrimination.<br>Symptoms:<br>1. Inability to distinguish speech sounds in words.<br>2. Lack of skill in phoenetic analysis.<br>3. Poor spelling skills. | A. Listen to rhyming words or jingles.<br>B. Identify words with the same sounds.<br>C. Identify words with different sounds.<br>D. Identify beginning sounds that are similar and different.<br>E. Identify rhyming objects and pictures. | 50 Word Cards to develop auditory and visual discrimination of sounds. Steck-Vaughn Co., P.O. 2028, Austin, Texas, 78767<br>Sounds I Can Hear, Scott, Foresman Co. 433 E. Eric Street, Chicago, Ill. 60611.<br>Phonics Teaching Outfit Phonograms and Phonogram Families. Schmitt, Hall and McCreary Co., Park Ave. Minneapolis, Minn. Also Spelling Inventory Word List<br>Listen-These Sounds Are About You. Record and Filmstrips. (Guidance Associates).<br>Rhyming I and II (Continental Press)<br>Child's World of Sounds, Record (Bowman Records)<br>Listening Time, Albums 1, 2, 3, (Children's Music Center)<br>Sights and Sounds, Feeling and Perceiving, Record (Bowman Records)<br>*LA | DeBoer, John J. & Dallman, Martha, The Teaching of Reading, Holt, Rinehart & Winston Company, New York, 1964, page 69. |

## PART II: INITIAL PRIMARY READING SKILLS

The success of the child in learning to read depends primarily upon how effectively he learns the essential reading skills presented in the first three grades. For this reason, particular attention must be given to reading instruction during these years. If a child learns to read well during these years, he will encounter little - if any - difficulty in succeeding grades. If he fails to learn to read in the primary grades, however, it is most likely that he will have academic difficulties throughout his school career.

Because reading skills in the primary grades are so vitally important to the child's ability to read effectively at higher levels, the teacher must move slowly. She must be certain that each child is mastering those skills which are essential to more advanced reading. There must be a logical sequential development of skills. Only if the skills are presented when the child is ready for them, in a manner which does not skip over certain skills, can he be expected to build an effective foundation for reading skills.

At any grade level - and regardless of the quality of instruction - it is reasonable to expect that there will be a wide range in reading ability. It is also reasonable to expect that there will be some children who fail to achieve adequate mastery of reading skills. When reading disabilities are found, treatment must be based on an understanding of the child's instructional needs. Remedial programs must be highly individualized, and materials and exercises must be suitable to the child's reading ability and instructional needs. Most important, sound teaching procedures must be employed.

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Failure to associate meaning with the printed symbol.<br>Symptoms:<br>1. Immature sensory impressions.<br>2. Misconception of word meaning.<br>3. Insufficient knowledge of various connotations of words. | A. Exercises to develop clear sensory impressions.<br>B. Exercises to develop precise meaning.<br>C. Develop meaning from child's own experience story.<br>D. Identify objects through labels and pictures.<br>E. Comprehension exercises.<br>F. Exercises to develop expansion of meaning.<br>G. Find words with opposite meanings.<br>H. Find words with similar meanings.<br>I. Give exercises in the differences of meanings of words in sentences. | Words with picture charts or bulletin boards. Experience Charts We Read Pictures Series. The New Basic Readers. Curriculum Foundation Series. Scott, Foresman and Co.<br>Pre-reading and primary, Getting Ready to Read. Houghton-Mifflin Co., 777 California Ave., Palo Alto, Calif. 94304<br>The Readiness Period, Listening and Sounding Activities, The Economy Co. Oklahoma City, Oklahoma. | Bond, Guy L., and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction. Page 310-311. |
| (2) Inadequate sight vocabulary.<br>Symptoms:<br>1. Inability to recognize words instantly by sight. | A. Before actual reading takes place two major premises must be considered: (1) that the child should learn a number of "sight words" before attempting any word analysis, | Dolch sight word list. Use sampling lists of 5-10 words in beginning. Increase as indicated.<br>Pre-primer Basal Reader to 1st grade. Scott, Foresman and Co.<br>Basal Reader Kit. Scott, Foresman and Co. | Smith, Nila B. Reading Instruction for Today's Children. Englewoods Cliffs, New Jersey, page 487.<br>Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction Page 314. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Inadequate sight vocabulary. (Con't.) | (2) that the introduction of new sight words should be systematically controlled. | Sight Phrase Cards, Dolch, E. W., Garrard Publishing Co., Champaign, Ill. | |
| 2. Poor perception for whole words. | B. Dolch sight word list for exercises. | Six Colorful Background Scenes (24x36) Holt, Rinehart and Winston, Inc., 383 Madison Ave. New York, 10017. | |
| 3. Poor visual perception for spatial relations. | C. Repetition of sight words in everyday activities. | 20 Pictorial Rhyming Sound Cards, Steck-Vaughn Co., P.O. 2028 Austin, Texas 78767. | |
| | D. Teach words as units instead of a number of letter parts. | Frostig Program for Development of Visual Perception, Follett Publishing Co., 1010 West Washington Blvd. Chicago, Ill. 94110. | |
| | E. Kinesthetic approach. | | |
| | F. Frostig Developmental test of visual perception. | Rolling Readers, Scott Foresman and Co., 1963, Chicago, Ill. | |
| | G. Choose a Basic Reader that is somewhat easy for the child and get the words from it for developing sight words. | Reading for Meaning, charts and workbooks, Houghton Mifflin Co., Palo Alto, CA 94304. | |
| | H. Use of experience charts to pick words to learn as sight words. | | |
| | I. Use Dolch list of service words to determine what to look out for. | | |
| | J. Exercises in pre-primer and workbooks with special emphasis on recognition of words. | | |

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Inadequate sight vocabulary (Con't.) | K. Provice exercises in which the word is expected so much that the recognition is rapid. | | Roswell, Florence and Natchez, Gladys. Reading Disability: Diagnosis and Treatment. Basic Books, Inc., New York. 1964. page 80-83 . |
| | L. Exercises that require meaningful scanning of a list. | | |
| | M. Word games that call for immediate responses and require sight recognition of words and meaning. | | |
| | N. Pantomime games. | | |
| | O. Group word teaching games. | | |
| | P. Visual approach | | |
| | Q. Visual-Motor approach. | | |
| (3) Inability to get meaning from content. | A. In the first grade level put several pictures on the board that represent a word, phrase, or sentence held up by the teacher. | Formal tests such as the following can be used to determine meaning:<br>A. Gates Primary Test<br>B. Gates Advanced Primary<br>C. Gates Basic Tests<br>D. S.R.A. Achievement tests<br>E. California Achievement tests<br>F. Gates Basic Reading Tests | Bond & Tinker, Reading Difficulties: Their Diagnosis and Correction pages 321-322. |
| | B. Select specified words or phrases in context in their books. | | Barbe, Walter B. Teaching Reading: Selected Materials. Oxford University Press, Inc., 1965, page 81. |
| | C. Stress questions of cause and effect making comparisons, drawing inferences and generalizations. | Sounds of Language, The New Reading Program. Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, 10017. | |

| Disability | Remediation | Materials | References |
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| (3) Inability to get meaning from content. (Con't.) | D. Select portions of context which express a specific idea. | *Context activities. | |
| | E. Select statements on the basis of whether they are true or false. | | |
| | F. Use familiar words to build larger units. | | |
| | G. Use exercises in which meaning of the sentences indicate the word to be recognized. | | |
| | H. Use exercises in which context plus initial elements are used as aids to word recognition. | | |
| | I. Use easy reading materials to practice meaning from context. | | |
| | J. Practice on semantic variations of words. | | |
| (4) Faulty visual analysis of words. | A. Find similarities in words. | Phono-Word Wheels, Set A, Phono-Word Wheels, Set D, Initial Sounds, Prefixes Suffixes. Steck-Vaughn Co. P. O. Box 2028, Austin, Texas 78767.<br>First Book in Phonics, Educators Publishing Service Cambridge, Mass. 02139 | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction Page 329.<br>Heilman, Arthur W. Phonics in Proper Perspective. Charles E. Merrill, 1961. pages 60-61 |
| | B. Find root words. | | |
| | C. Work with compound words. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Faulty visual analysis of words. (Con't.) | F. Forming plurals by adding s and es. | The Sound Easy Way to Easy Reading, Bremner-Davis Phonics, Inc., Dept. A, 118 161 Green Bay Road, Wilmette, Ill. 60091 | Letters Are Fun, kinesthetic book (Touch Aids) |
| | G. Point out similarities between a new word and other words he knows. | Programmed Reading Series | Touch ABC Boards (Warren's Educational Supplies) |
| | H. Linguistic approach found in programmed readers. | Word Wheels<br>Word Slips | My Little Pictionary (Scott, Foresman) |
| | I. Knowledge of common prefixes and suffixes. Adding to words, or underlining them. | Word Tachistoscopes | |
| | J. Word Families - changing beginning sounds. Do exercises in changing beginning sounds to make new words. Put lists of words into word families. | | |
| | K. The Visual-Motor Method. | | |
| | L. The Kinesthetic Method. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Inability to sound initial consonants. | A. Discuss experiences of children by units such experiences at home or on field trips. | Phonetic Keys to Reading, The Economy Company, 24 W. Park Place, Oklahoma City, Oklahoma | McKee, Paul. The Teaching of Reading, Houghton Mifflin Co., Boston, 1948, page 167 and 168. |
| | B. Use exercises in identifying an initial sound among other sounds. | Basal Readers<br>Catalogs | Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction page 335-336. |
| | C. Provide practice in using single consonants in the initial position. Use in conjunction with the context in working out and pronouncing | Scrapbooks<br>Scissors<br>Paste | |
| | D. Teach the sound of the element followed by the form of the element. Give exercises whereby the child associates the sound and form of the element. | Picture dictionaries(for guide)<br>Magazines | |
| | E. Use consonants (action words, such as run, jump, walk, etc.) in a game-like fashion for children to act out. | Experience charts | |
| | F. Have children represent certain consonants and let them stand or sit if the consonant(s) is referred to. | | |
| | G. Take one or two consonants and list words (by asking students) for children to pronounce, act out and then write. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Inability to sound initial consonants. (Con't.) | H. Keep a list of all consonants learned daily, adding a few at a time.<br>I. Make children cut pictures for a picture dictionary of initial consonants of words learned each day.<br>J. Provide seat work for filling in missing consonants. Example: Nest for nest; Bed for bed.<br>K. Use consonant word wheels, consonant word ships and word tachistoscopes.<br>L. Introduce word blends using charts, and flash cards such as bl, ch, th, etc.<br>M. Listen to phonics records, see filmstrips or sound film on phonetic analysis to reinforce<br>N. Seat work to practice identifying initial sounds among other sounds. | Blend charts<br>Phonic charts<br>Phonic records<br>Filmstrips on phonics (Eyegate)<br>Film on phonics<br>Ditto masters (teacher made or commercial) | |
| (6) Inappropriate directional habits.<br>Symptoms:<br>1. Inappropriate left to right sequence. | A. Practice drawing lines left-to-right.<br>B. Demonstrate left-to-right reading habit. | Ditto sheets with a series of horizontal dots for tracing left to right.<br>Experience charts, and picture sequence stories. | McKee, Paul. Teaching of Reading. pages 155-156 |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (6) Inappropriate directional habits. (Cont'd.) | C. Identification of left and right hand, placement of objects in room and arrangement of pictures on bulletin board. | Number progression games and exercises. | |
| 2. Inconsistant use of left and right hands. | D. Demonstration by teacher when writing on board or on chart of left-to-right progression. | Frostig Materials - Frostig Program for Development of Visual Perception. Follett, Publishing Co., 1010 West Washington Blvd., Chicago, Ill., 94110 | |
| 3. **Lack of skill in left-to-right progression.** | E. Provide exercises using single line first and adding another to be able to practice the left-to-right progression. | KELP - Materials (McGraw-Hill Book Co., New York, N.Y.) | |
| | F. Rearrange pictures into stories. | Games: Reading, Listening, Language, Vocabulary. | |
| | | See Remediation of Learning Disabilities (Fearon Press) | |
| (7) Oral Reading inadequate; phrasing and expression, word-by-word. | A. Practice common conversational patterns such as courtesy, greetings, telephone manners, others: ROCK Program | Telephone (toy)<br>Experience charts<br>Reading charts such as: Readiness, Opposites, Sequence, Vocabulary, Syllable, Dictionary | |
| Symptoms:<br>1. Clustering of words into groups, disregarding the main thoughts involved. | B. Discussion of experience charts, health charts, vocabulary charts, and other pictures in child's own words. | Easy-To-Read Books<br>Children's stories<br>Poems<br>Plays<br>Choral Readings | |
| 2. Each word is pronounced as a separate, senseless, disassociated entity. | C. Introduce simple stories, poems, plays, and other materials slowly but with greater frequency to overcome word-by-word expression and poor phrasing. | Programmed Reading Books and Workbooks | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (7) Oral reading inadequate; phrasing and expression, word-by-word. (Con't.) | D. Discuss simple plays, alternate in reading it, then dramatize in the way the child sees it. | The MacMillan Reading Program for Primary Grades, complete with story cards, Magnetic Display Stand, Spirit Duplicating master. | Rosswell and Natchez, Reading Disability: Diagnosis and Treatment. page 104 |
| | E. Dramatize simple stories, plays, finger plays, poems, songs, etc. | | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction. Page 386 |
| | F. Use choral reading alternately for mastery of expression. | Vocabulary builder<br>Word Cards<br>Dominoes<br>Spelling<br>Lottoes<br>Puzzles | |
| | G. Compose or write simple but meaningful songs, stories, and poems. | | |
| | H. Do and learn some games in language, reading, phonics, vocabulary and comprehension. | Tape recorder; tapes, phonograph; records, filmstrips with records projectors | |
| | I. Listen to tapes and recordings of others (as well as child's own stories) or read lines. | Tests | |
| | J. Teacher read selections to show how to read with expression. | Duplicating masters<br>Puppets | |
| | K. Use pictures and let child give two or three sentences describing the pictures. Let child read the way he said it. | | |
| | L. Let children read orally something they've prepared and practiced. | | |
| | M. Give help whenever help is needed to insure confidence. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (7) Oral reading inadequate; phrasing and expression, word-by-word. (Con't.) | N. Alternate reading selections or stories with each other. | | |
| | O. Have children engage in puppet shows, guessing games, riddles, matching games, rhyming words, games, etc. | | |
| | P. See films and filmstrips or slides concerning simple children's stories. | | |

## PART III: WORD ATTACK SKILLS

Word attack skills consist of several means by which a child can "solve" or "unlock" words not known as sight words, and each of these several means are related to and interact with each other. In order for a child to become an adequate reader, he must develop a flexible approach to attacking words. Each child should receive instruction in the following:

Phonic Analysis - The process of sounding letters or letter combinations to arrive at the pronunciation of words.

Word Form - Although all words can be said to be unique in appearance, the inexperience of the primary level child causes him to see the visual forms of words as so much alike that much practice is needed if he is to perceive the minute differences between them. For example, while learning to discriminate word forms, the child is taught to note such limiting factors as the length of words, or special features such as "tt," "ll," "oo," or final "y."

Structural Analysis - The child is taught to note structural changes which differentiate between words having common roots. Such changes include: (1) the addition of inflectional endings such as -s, -ed, and -ing, (2) modifications resulting when prefixes or suffixes have been added to known roots, such as pre-, un-, des-, -tive, -tion, -ment, (3) combining two words to form compounds.

Context Clues - When a child is reading for meaning, the context in which an unknown word is met is useful in suggesting what the word might be; and usually, only a few words could possibly fill out the meaning. Proper use of context clues should be taught, but the child should not be taught to rely exclusively on context.

Picture Clues - In beginning reading, pictures provide clues to many unknown words. They help focus attention on meaning; they lead one into a story; they often supplement the meaning of words. Some children become too dependent on pictures, but this fact does not constitute an adequate argument against the proper use of pictures.

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Exhibits inadequate sight vocabulary. | A. Flash training either by machine or by hand. | Hand tachistoscope<br>Rapid Reading Kit<br>Eye-span trainer | Bond G.L. & Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction. Second edition New York: Appleton-Century-Crofts, 1967.<br>Harris, A.J. How to Increase Reading Ability 4th edition New York: Longmans, 1961. |
| | B. Games based on word recognition. | Elector tachistoscope<br>Flasher Learning through Seeing SVE | |
| | C. Visual-Motor technique (Harris) | Tachistoscope (Dolch Popper Words) | |
| | D. Exercises that require quick responses. | Teacher prepared flash cards.<br>Teacher prepared exercises that emphasize speed. | |
| | E. Have child develop a picture dictionary. Add words as learned. | Dolch List.<br>Wordo, Old Maid.<br>Picture cards.<br>Stories.<br>Workbooks. | |
| | F. Ready materials which are very easy for the child with pacer or controlled reader. | Worksheets. | |
| | G. Needs to see words in a variety of contexts until the word is firmly fixed in his mind. | Chart stories.<br>Basic readers.<br>Library books. | |
| | H. Best to use a basic reader at a level of difficulty that is somewhat easy for the child. Encourage rapid reading in finding a specified statement or to understand the general significance of the passage. | Seat work.<br>Board work.<br>Sight Phrase Cards. Dolch. E.W. Garrard Publishing Co. Champaign, Ill.<br>Rolling Readers. Scott Foresman and Co. 1963. Chicago, Ill. | |
| | I. Exercises in pre-primer and primer workbooks with special emphasis on recognition of words. | Reading for Meaning, charts and workbooks. Houghton-MifflinCo. 777 California Ave., Palo Alto, Calif. 94304 | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Exhibits inadequate sight vocabulary. (Con't.) | J. Provide exercises in which the word is expected so much that the recognition is rapid. | | |
| | K. Exercises that require meaningful scanning of a list. | | |
| | L. Pantomime games. | | |
| (2) Refuses to attempt unknown words. | A. Drill extensively in basic vocabulary used at home, school, and community, (everyday vocabulary). | Vocabulary charts<br>Vocabulary workbooks<br>Vocabulary flash cards<br>Vocabulary spirit masters (ditto) | Blair, G.M. Remedial Reading Handbook. |
| | B. Strengthen the knowledge and usage of sight vocabulary, preferably the 220 Dolch list. | Vocabulary games<br>Vocabulary sight cards | Heilman, Arthur W. Phonics in Proper Perspective. (Charles E. Merrill.) |
| | C. Teach, review, and/or drill on phonics, structural analysis, and syllabication. | 220 Dolch list<br>Phonics charts<br>Phonics records<br>Phonics books<br>Phonics drill cards | Roswell, Florence and Natchez, Gladys. Reading Disability: Diagnosis and Treatment. New York: Basic Books, Inc., 1964. |
| | D. Practice in attacking new vocabulary by using the phonetic approach:<br>a. single source method.<br>b. word-family method.<br>c. separate sound combinations. | Word builders<br>Phono-word wheels<br>Bulletin boards<br>Picture word cards<br>Dictionaries | |
| | E. Strengthen auditory and visual discrimination (likeness and differences). | Basic sight word test | |
| | F. Develop the ability to use context and configuration clues (forms of known and unknown words). | Basic vocabulary books (Dolch)<br>Records (Bremmer, Davis: The Sound Way to Easy Reading) | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Refuses to attempt unknown words. (Con't.) | G. Develop the use of glossary and dictionary (for meaning and pronunciation). | Phonograph<br>Tape recorder and tapes<br>Puzzles<br>Lotto (word building)<br>Dominoes (word)<br><br>Flannel Boards | |
| (3) Inserts extra words or extra parts of words. | A. If the words do not change the meaning and are minor (ca, an, the, etc.) ignore the problem unless it happens frequently.<br><br>B. Use "following directions" exercises: teacher prepared dittoes which students must read carefully to complete. Use items like--"Draw a line around--, Circle the first (or second or third)_____."<br><br>C. Review and emphasize comprehension skills. See the next part of this handbook for this method.<br><br>D. Discontinue speed reading types of materials until subject is a more accurate reader.<br><br>E. Write out student sentence and compare with original.<br><br>F. Ask questions which require an exact answer.<br><br>G. Choral reading.<br><br>H. Read along with tape recording. | Teacher-made tests<br>Ditto masters<br>Flash cards<br>Tape recorder, tape<br><br>Vocabulary workbooks<br><br>Sight phrase cards<br><br>Word tachistoscope<br><br>Phonic drill cards<br><br>Word games:<br>Syllable<br>Word blends<br>Word prefixes<br>Word suffixes<br>Syllable games<br><br>Overhead projector<br><br>Easy books<br><br>Dictionaries<br><br>Filmstrips | Monroe, Marion. Foundations For Reading: *Informal Pre-Reading Procedures*. Chicago; Scott, Foresman.<br><br>*Learning Disabilities Handbook* from Region One Psychological Services Center.<br><br>*The Valett Remediation of Learning Disabilities Manual*. (Fearon) |

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Repeats words or parts of words. | A. Give test to find weakness in word recognition.<br>B. Strengthen the use of context clues.<br>C. Review the skills of syllabication.<br>D. Develop sight vocabulary.<br>E. Increase or develop skills in comprehension.<br>F. Give encouragement and praise when needed.<br>G. Use tape recorder for child to listen and to hear own voice.<br>H. Make a list of difficult words, study it and compare with original.<br>I. Choral reading.<br>J. Use easier material in which vocabulary is no problem. | Dolch list (220 words)<br>Word games:<br>Syllables<br>Prefixes<br>Suffixes<br>Spelling<br>Teacher-made ditto<br>Word tachistoscope<br>Overhead projector<br>Tape recorder<br>Word charts<br>Vocabulary notebook<br>Tests-diagnostic | Harris, A.J. How To Increase Reading Ability, 4th edition, New York; Longmans, 1961.<br>Dolch, E. W. The Psychology of Reading. Garrard Press, Ill., 1951. |
| (5) Omits words or parts of words. | A. Develop a sight vocabulary.<br>B. Develop the use of context clues.<br>C. Strengthen structural analysis techniques and skills.<br>D. Strengthen the skills in phonics.<br>E. Encourage slower but more careful reading. | Sight vocabulary cards<br>Sight phrase cards<br>Phonics records and charts<br>Easy vocabulary books (Dolch)<br>Tape recorder, tape<br>Dictionaires | Roswell, Florence and Natchez, Gladys. Reading Disability: Diagnosis and Treatment. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Omits words or parts of words. (Con't.) | F. Listen to recording of the child's own voice and compare.<br>G. Develop concept of left-to-right.<br>H. Work with one sentence confined to a single line of print.<br>I. Look, pronounce, and then write difficult words; compare and write again.<br>J. Use teacher-made tests to try and find out weaknesses and strengths periodically.<br>K. Ask detailed questions which require thorough reading. | Ditto master<br>Tachistoscope<br>Overhead projector | |
| (6) Reverses letters or words (reads "dig" for "big," "saw" for "was," "no" for "on.") | A. Develop left-to-right progression.<br>B. Use experience chart for discussion.<br>C. Work with simple sentences.<br>D. Use additional spacing between words and between lines.<br>E. Develop initial sounds.<br>F. Develop blending sounds, especially from left to right.<br>G. Trace word cards. Trace letters which present difficulty (such as b & d).<br>H. Use context to point out meaning. | Basic reader for proper level.<br>Phonics charts<br>Phonics records<br>Phonics workbooks<br>Ditto master on phonics<br>Phonics games<br>Reading games<br>Charts<br>Initial and final consonant | Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction. page 351-367.<br>Reading Games, Wagner-Hosier, #45, 56, 70.<br>Phonics in Proper Perspective. Heilman, page 24-28, 34-35, 45-49. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (6) Reverses letters or words (reads "dig" for "big," "saw" for "was," "no" for "on"). (Con't.) | H. Work with words not in the phonogram family. | Vowel charts | |
| | I. Use 3-dimensional letters and have children form words. | Blends and diagraph charts | |
| (7) Recognizes only the beginning sounds and guesses at the remainder of the word. | A. Develop a sight vocabulary. Use the 220 Dolch service words. | Dolch 220 Service Words | Roswell, Florence and Natchez, Gladys. Reading Disability: Diagnosis and Treatment. New York: Basic Books, Inc., 1964. |
| | B. Teach common phonograms which combine with initial consonants to form many different words. | Any basic material dealing with phonetic analysis. Many good exercises in Heilman's Phonics in Proper Perspective. | |
| | C. Word families. Drill in word families; oral pronunciation. | | |
| | D. Develop structural analysis techniques. | | |
| | E. Develop the use of phonetic analysis techniques. See all disabilities that develop phonetic analysis and techniques. | | |
| | F. Make use of the Visual Method. (This involves exposing words again and again to the reader so he knows the general configuration of the word.) | | |
| | G. Make use of the Kinethetic Method. (The child traces words that the teacher has written or printed two inches high. While tracing the word he simultaneously pronounces each sound of the word. For more information see references.) | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (8) Substitutes inappropriate sounds. | A. Compare words and make consonant substitutions. See references for word lists which provide drill in this technique. | Word lists for drill.<br>Sentences with drill on certain vowel sounds to be read orally. | Harris, A.J. How To Increase Reading Ability. |
| | B. Give practice in underlining letters where substitutions of sounds occur, in initial sounds or ending sounds or vowel sounds. | Ditto materials stressing certain sounds.<br>Eye-ear exercises. | |
| | C. Give drill in reading sentences orally. | King Size Alphabet Book, Educational Publishing Co. | |
| | D. Give eye and ear training such as done in the primary grades. | Tape Recorder. | |
| | E. Oral practice in substituting sounds. | Consonant Lotto.<br>Consonant Bingo. | |
| | F. The use of visual clues. | Go Fish. | |
| | G. Ditto material stressing certain sounds. | | |
| (9) Fails to make use of context clues. | A. Remediation should be based upon materials in which the child encounters only one new word in forty running words. | SRA Laboratory-Reading for Understanding/Junior Edition grades 3-8, and General Edition, grades 5-12. | Heilman, Arthur. Phonics In Proper Perspective.<br>Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction |
| | B. Use exercises in which the meaning of the sentence indicates the word to be recognized as: (a) The boys rode over the snow on it. What is it" Sled, store, peanut. (b) Mother put a candle on the cake for Bob's _______. Football, birthday, books. | Webster's Classroom Reading Clinic. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (9) Fails to make use of context clues. (Con't.) | C. Use riddles in which the context gives the answer, as:<br>It lives in a zoo.<br>It hops about and carries its baby in a pouch.<br>It is a ______. elephant, mouse, kangaroo. | Reader's Digest Reading Skill Builders. | |
| | D. Use the concept plus initial or final elements, as: (a) We buv apples at the st---. (b) In the autumn, we must --ke the leaves in the ya--. | Webster's Programmed Reading Series. | |
| | E. Remedial training should be based upon having the child read materials of such level of difficulty that he can readily comprehend them. His independent reading level would be a good starting point. | | |
| (10) Fails to make proper use of structural analysis techniques:<br>Prefixes<br>Suffixes<br>Root Words | A. Motivate children to a general interest in words. | Webster Word Analysis Charts<br>Webster Word Wheels | Bond & Tinker. Reading Disabilities: Their Diagnosis and Correction |
| | B. Provide a variety of easy materials. | Dolch Syllable Game, Prefixes and Suffixes Game | |
| | C. Stress syllabication of each letter and/or word. | Overhead.projector with grease pencil. | |
| | D. Teach word families and structural elements. | Opaque projector | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (10) Fails to make proper use of structural analysis techniques:<br>Prefixes<br>Suffixes<br>Root Words<br>(Con;t.) | E. Teach root words, prefixes, suffixes, and variant endings to establish the habit of analyzing words into larger elements. | Workbooks which accompany basic texts. | |
| | F. Have children compose words using suffixes or prefixes learned; then make sentences or use in a sentence. | | |
| (11) Resorts to a "spelling" attack upon word: silently, audibly. | A. Provide list (Dolch), flash cards, and chart, for development of better sight vocabulary. | Flash cards<br>Dolch readers | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction |
| | B. Use tachistoscope devices or rapid exposure of words for testing knowledge of words. | Tachistoscope<br>Magic World of Dr. Spello | Heilman, Arthur. Phonics in Proper Perspective |
| | C. Use any technique which might build a sight vocabulary, thus eliminating the need to spell the words. | | |
| (12) Appears to have no organized method of word attack. | A. Develop a sight word vocabulary. | First Course in Phonic Reading. (Educators Publishing Service). | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction. |
| | B. Develop the use of context clues. | | |
| | C. Develop the use of phonetic analysis techniques. | Phonic Workbooks<br>Gillingham techniques | Heilman, Arthur. Phonics In Proper Perspective.<br>Kottmeyer. Teachers' Guide for Remedial Reading. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (12) Appears to have no organized method of word attack. (Con't.) | D. Remediation in word techniques: refer to all the word attack skills in this booklet. Disability No. 2. Inadequate sight vocabulary; Disability No. 4, Faulty visual analysis of words; Disability No. 10, Fails to make proper use of structural analysis techniques: prefixes, suffixes, and root words.<br>E. Develop the use of structural analysis techniques.<br>F. Remediation in word recognition performance. Teachers should make much use of the blackboard and workbook exercises as well as game type and writing activities. Exercises should be in the following areas:<br>1. Configuration or word form clues.<br>2. Picture and contextual clues.<br>3. Structural analysis or word structure.<br>4. Compound words, roots, prefixes, suffixes, abbreviated words, contracted words and syllabication.<br>5. Phonetic analysis in consonants, vowels, dipthongs, digraphs, blends, silent letters, accents, consonants and controllers of vowel sounds.<br>6. Use of dictionaries, phonic keys, and phonic respelling. | | |

| Disability | Remediation | Materials | References |
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| (13) Displays inadequate skill in pronouncing various blends. | A. Place a few words with the same blend on the board:<br>1. Have the students listen to the sound of the blend.<br>2. Point out the blend in each word.<br>3. The manner in which the letters are emphasized. The sound is the same one heard at the beginning of ____, ____, and ____, etc.<br>4. Have the children volunteer other words with the same blends and write them on the board below the stimulus word.<br>5. Have the student underline the blend and pronounce the word.<br>B. Spell a word correctly by having students fill in the missing blend.<br>C. Prepare a series of three stimulus words. Pronounce one of the words in each series and have children underline the correct word. | Consonant Blends Flash Cards. (Webster Publishing Co.)<br>Phonic Rummy. (Garrard Press)<br>Ideal Phonic Drill Cards. (Ideal School Supply Co.)<br>Consonant Lotto. (Garrard Press)<br>Take. (Garrard)<br>Conquests in Reading. (Webster Co.)<br>Time for Phonics. (Webster Co.) | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction.<br>Kottmeyer. Teacher's Guide for Remedial Reading. |
| (14) Places undue stress on word parts: over analytical | A. Train to increase sight vocabulary.<br>B. Associate words with meanings.<br>C. Flash word cards and use tachistoscope devices. | Dolch Books. (Garrard Press)<br>Reading Games. (Wagner-Hosier)<br>Dolch Flash Cards.<br>Sullivan Programmed Readers. (Webster Co.) | Russell, David. Children Learn To Read<br>Heilman, Arthur. Phonics In Proper Perspective<br>Dawson and Ramman. Fundamentals of Reading Instruction. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (14) Places undue stress on word parts: over analytical. (Con't.) | D. Emphasize rapid reading using easy material.<br>E. Stress syllabication rather than sounding.<br>F. Practice phrase reading.<br>G. Stress larger elements in words.<br>H. Practice using context clues.<br>I. Provide wide reading with easy material. | Reading Aids Through The Grades (Russell) | |
| (15) Exhibits inadequate skills in syllabication. | A. Teach meaning of syllables. (It is a pronunciation unit, not a meaning unit.)<br>B. Pronounce each new word and ask the number of syllables heard.<br>C. Learn the number of vowel sounds in each word.<br>D. Analyze and identify syllables or word parts of a word.<br>E. Use dictionary to study the sounds, syllables, and accents of each word learned.<br>F. Use a tachistoscope and a slip of words correctly analyzed into syllables for rapid identification of word parts. | Dictionaries<br>Word Analysis Charts. (Webster)<br>Syllable Games. (Dolch)<br>Phono-Word Wheel. (Webster)<br>Group Sounding Game. (Dolch)<br>Tachistoscope.<br>Flash Word Cards.<br>Filmstrips on syllabication, phonics, and dictionary use.<br>Goals in Spelling Filmstrips | Cordts, Anne D. Phonics for the Reading Teacher. Holt, Rinehart & Winston, Inc., New York, 1965<br>Harris, A.J. How To Increase Reading Ability 4th Ed. New York, Longmans, 1961. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (15) Exhibits inadequate skills in syllabication. (Con't.) | G. Lead children to form generalizations applicable to syllabication by providing a number of examples so that they can see for themselves what happens. | Phonic Charts (Webster) | |
| | H. Do not encourage looking for little words in the interior of bigger words; it often fosters confused eye movements and often the little word is not a natural unit of the larger word. | | |
| | I. Check visual structure analysis with sound and meaning: "Does that sound like a word I know? Does it make sense in the sentences?" | | |

## PART IV: ORAL READING SKILLS

Oral reading is a part of any well-rounded developmental reading program. There are close relationships between the development of oral and silent reading abilities, so there is a need for a carefully maintained balance between the two. If an undue amount of oral reading is used as a means of teaching silent reading in the early grades, growth in both oral and silent reading may be impeded as the child becomes an over-vocalizer and/or self-conscious about his oral reading.

The ultimate aim of oral reading instruction is to enable the reader to interpret a selection to others. The effective oral reader learns to interpret printed materials in a relaxed and fluent manner to an audience. The reading curriculum should include provision for developing oral reading in the manner that is best for all development of competence in this specific area while avoiding any unfortunate results to the child's silent reading.

The child who is poor in oral reading may suffer from one of the following difficulties:

Inappropriate Eye-Voice Span: The child may be focusing his attention directly on the words he is speaking (and he will read in a halting and stumbling fashion with little expression and many pauses) or he may be trying to maintain an eye-voice span that is too great for his general reading maturity (and he will likely omit many words or read so rapidly that he can give little expression to what he is reading.)

Lack of Proper Phrasing Ability: The child reads in a word-by-word fashion or he clusters words into groups without regard to the thought units involved.

Unfortunate Rate and Poor Timing: This child may start out reading at a reasonable rate, but he goes continually faster until little of what is read can be understood. The good oral reader, at any level of advancement, reads at a rate that is flexible and relatively slow.

Emotional Tenseness: The child who has had frequent unfortunate experiences in oral reading or the child who is insecure and frightened becomes a very poor oral reader. Such a child is detected by noting changes in the pitch of his voice while he reads.

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Exhibits an inability to read in thought units.<br>I. Insufficient sight vocabulary | A. Use a basic reader at a level of difficulty that is somewhat easy for the child.<br>B. Provide experience in recognizing the word at a glance.<br>C. Work on Dolch words. See Sample exercises in developing a sight vocabulary. | EDL Aud-X Educational Developmental Laboratories. Huntington, New York. Sight vocabulary and word attack skills are developed through a synchronized sight-sound approach.<br>Basic Sight Vocabulary Cards. Garrard Press, Champaign, Ill.<br>100 Good Ways to Strengthen Reading Skills, Such Interesting Things To Do. Scott, Foresman Co., Palo Alto, California. | McKin & Cashey: Guiding Growth in Reading.<br>Monroe: Children Who Cannot Read.<br>Reading Instruction For Today's Children. Nila B. Smith. |
| II. Lack of proper phrasing | A. Reading material should be within his scope of ability.<br>B. Materials should be easy for the child and avoid inane repetition and have a considerable amount of conversation in it.<br>C. Provide opportunities to test out growing skill in recognizing words, phrases, and sentences.<br>D. Teacher alternates with pupils in reading paragraphs.<br>E. Encourage supplementary reading.<br>F. Listen to tape recordings of properly phrased material while student follows the same written material. | Pacing devices<br>Sight Phrase Cards. Garrard Press, Champaign, Ill.<br>Reading Essentials Series, (The Steck Co. workbook practice type materials, some in colors.) | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Exhibits an inability to read in thought units. (Con't.) | A. Instruction should always be done in the prepared oral reading instruction. | Use tape recorders. | |
| III. Inappropriate Eye-Voice Span | B. Conversational passages are best for developing fluent oral reading. | | |
| | C. Special attention should be given to phrasing. | | |
| | D. Material for the reader should be easy for him to read. | | |
| | E. A child who uses too long of a reading span should be taught to use one that is more appropriate to the oral reading situation. | | |
| | F. Study his reading patterns with tape recordings. | | |
| IV. Ineffectiveness in Word Recognition | A. Do exercises in which the word is so much expected that the recognition is rapid. | Building Word Power. Durrell and Sullivan, Tarryton-On-Hudson, New York, New York. | |
| | B. Exercises in which a child finds the correct word in a list on the blackboard as the teacher gives the clue. | Practice Exercises in Reading. Gates and Peardon, Bureau of Publication, Teachers College, Columbia University. (Booklets are designed to develop different levels of reading skills.) | |
| | C. Various word games that call for responses and require sight recognition of words. | | |
| | D. For further word recognition skills, see Disabilities involving word recognition skills. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Exhibits an inability to read in thought units. (Con't.) | A. Have the child read material that is free from difficulties and that he has prepared so well that he can feel confident. | | |
| V. Emotionally tense while reading aloud. | B. Have the teacher near at hand and ready to prompt him if he gets into difficulty.<br>C. Have the child read off stage.<br>D. Give him opportunity to share a story with otners if he wants to.<br>E. Have him tell the major parts of the story in his own way and read a small section orally.<br>F. Practice reading orally before hand.<br>G. Use small group instruction. | | |
| (2) Displays poor grouping of words.<br>A. Failure to think of meaning read. | A. 1. Find the meaning of certain key words.<br>2. Anticipate hard new words in the material.<br>3. Develop a personal system of finding meanings using the dictionary or the context. | McMillan Spectrum of Skills-Reading Comprehension Workbook.<br>Core Vocabulary Readers. New York, The MacMillan Co. | Teaching Children to Read. Lillian Grav. page 166-169.<br>Read Well and Remember. Owen Webster. page 57-7 |
| B. Unfamiliar with the ideas expressed in the material. | B. In all chalkboard or chart work assist pupils to read in phrase units by sweeping a pointer or hand under each complete phrase as it is read. | Dolch Folklore of the World and other Dolch readers. Garrard Press, Champaign, Ill. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Displays poor grouping of words. (Con't.) | | | |
| C. Due to lack of practice | C. Ask children to read as they would talk when reading orally, rather than one word at a time. | Reading for Understanding Kit. SRA. Junior Edition (grades 3-8) or General Edition (grades 5-12) | Roswell and Natchez. Reading Disability. page 105-106. |
| D. No help was given in systematic word analysis. | D. Read orally in phrases to the pupils often, to demonstrate correct phrase reading.<br>E. Tachistoscopic training using overhead projector or other device. Group by phrases and show to class and read orally. | Dolch First Reading Books. (Garrard Press)<br>Conquests in Reading. (Webster Co.) | |
| (3) Reads materials in a word-by-word fashion. | | | |
| A. Meager sight vocabulary. | A. Systematic study of words in context including forms, meaning and usage. | Dolch Materials for Better Teaching of Reading. Dolch, E.W. A variety of devices and other materials for developing word recognition, sight vocabulary, etc. Request catalog from publisher: The Garrard Press, Champaign, Ill. | Harris, J. Albert. Teaching of Reading. page 104-119.<br>Heilman, Arthur. Teaching Reading. page 95-69.<br>Common Sense in Teaching Reading. page 74-75 |
| B. Inexperience in word attack skills. | B. Systematic study of prefixes, suffixes and root words. | The E.D.L. Study Skills Library. Huntington, N.Y. Educational Developmental Laboratories, 1961. (A sequential developmental program of reading for independent learning of study skills.) | Kottmeyer, William. Teacher's Guide for Remedial Reading. page 159-161. |
| C. Lack of knowledge of or attention to punctuation marks. | C. Study the rules and skills of punctuation and practice reading orally as well as writing what is read. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (3) Reads materials in a word-by-word fashion. (Con't.)<br>D. Lack of understanding of what is read. | D. Use Language Development Activities. | Gates-Peardon, *Practice Exercises in Reading*, Gates and Peardon, N.Y. Bureau of Publications, Teachers College, Columbia University. (Exercises to develop various kinds of reading skills.)<br>*Lets Play a Game, Reading Activities for Middle Grades*. (Ginn and Co.)<br>Vocabulary charts<br>Teacher-made flash cards<br>Dictionaries<br>Vocabulary builder workbook and book<br>Vocabulary seatwork (ditto)<br>Matching word cards<br>Basic vocabulary cards<br>Homonym cards<br>Synonym cards<br>Word wheel<br>SRA set<br>Tape recorder | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Ignores punctuation. | A. Dramatize the utility of punctuation from the use of a tape recorder. | Learning to Read. Carter and McGinnis. New York: McGraw-Hill Book Co., Inc. (Materials of various kinds to aid teaching of reading.)<br>Fundamentals of Basic Reading Instruction. Dawson and Bannan, New York: David McKay Co., Inc.(Book lists, films, filmstrips, and other teaching aids.)<br>Remedial Reading Activities. (An Ideal Book), Brown, Don and others. University of Oregon.<br>Reading Aids Through the Grades. Russell and Karp. Bureau of Publications. Teachers College, Columbia University. | Common Sense in Teaching Reading pp. 184-185.<br>Russell, David. Children Learn to Read. page 270-281.<br>Strang, Ruth. Diagnostic Teaching of Reading. page 61-71. |
| A. Give equal accent to each word and equal spacing between them. | A1. Use language experience materials. | | |
| B. Deliberately displaces punctuation in reading a passage. | B. Read orally many stories, poems, riddles, etc. and enunciate and emphasize value of proper accent and spacing. | | |
| C. Fails to see commas and periods. | C. Put on skits, plays, etc., dramatizing life and use the voice effectively. Show changes in meaning by changes in voice. | | |
| | D. Reproduce the same passage with varying degrees of distortion. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Ignores punctuation (Con't.) | | Tape recorder EDL and Read Program. Huntington, New York. Educational Developmental Laboratories. (30 tapes and workbooks covering the understanding of words, sentences, paragraphs, stories and articles. Other tapes give information and practice in study skills. Critical listening, reading, and Literature.) | |
| (5) Reads in a monotone. | A. Have individuals and classes imitate the teacher's speech patterns. | | Monroe, Marian.. Growing into Reading. |
| | B. Give special practice with difficult sounds, i.e. poems. | | Monroe, Marian and Rogers Bernice. Foundations in Reading. |
| | C. Develop some special work with rhyme and tempo. | A. Anthology of poetry: Time for Poetry. Scott, Foresman and Co., Chicago, Ill.<br>b. tape recorder<br>c. poems of alliteration: Sally Sells Sea Shells, Peter Piper, etc. | |
| | D. Ask students to share experiences, tell stories and paraphrase poems. | | |
| | E. Develop sensitivity to the qualities of non-verbal sounds: (a) intensity, (b) pitch, (c) timbre. | a. A picture or music for inspiration: Sinbad the Sailor, by Paul Klee and Tchaikovsky's 4th Symphony in E-Flat Minor. | |
| | F. Develop sensitivity to the qualities of vocal sounds: (a) intensity, (b) pitch, (c) timbre. | b. props such as old clothes, dolls, furniture, etc.<br>c. podium<br>d. musical instruments<br>e. graduated glasses of water<br>f. record player<br>g. tape recorder<br>h. items with various sound properties: a soft pillow, sand paper, beets, a sheet of tin, leaves, etc. | |
| | G. Develop oral productions: (a) oral reading, (b) dramatization (c) productions such as T.V. programs. | | |
| | H. Use the tape recorder to expose subjects to their own speech patterns. | a. Flannel board<br>b. variety of stories and poems: sad, tragic, comical, imitative or mysterious. Instructo Flannel Board. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Reads in a monotone. (Con't.) | I. Build self-confidence. | Stories: Instructo Products Co., Philadelphia 31, Penn. Time for Poetry, Scott, Foresman and Co., Chicago, Ill.<br>c. variety of songs: These contain harmony; imitations of animals and people; very high, very low, very loud and very soft parts.<br>a. Anthology of Literature: The Arbuthnot Anthology. Scott, Foresman and Co.<br>b. Stage props and costumes<br>c. Mock T.V. set<br>d. Puppets<br>e. Loud speaking equipment<br>f. "When People Talk", New York. Bureau of Publications, Teachers College, Columbia University. (Booklet of dialogues on telephone work, leisure, family relations.) | |
| (6) Lack of Comprehension. (Comprehension must, of necessity, be broken down into its minute parts - - these elements are considered in the subsequent disability listings.) | | a. "Better Reading Books", Elizabeth Simpson. Chicago, Ill. Science Research Associates, Inc. Series: grades 5-6, 7-8, 9-10. Short articles, rate, and comprehension, Teacher's manual.<br>b. Reading Trainer, Reading Trainer, 58811 Riverview Blvd., St. Louis, Mo. (Specially printed reading matter is placed inside the apparatus and rotates past an opening. A comprehension test is printed on the back side of the reading material and the reader records his answers by pressing buttons. Rates may be varied.) | Russell, David H. Children Learn To Read.<br>Heilmen, A.W. Principles and Practices of Teaching Reading.<br>Monroe, Marian and Rogers, Bernice. Foundations for Reading. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (6) Lack of comprehension. (Con't.) |  | c. Interesting Reading Series. Morton Botel. Chicago. Follett Publishing Co., 1960. Reading levels second through high third grade, for remedial work. Nine titles and teacher's guide. A Rapid Screening Test, to see if the pupil can read the book, is presented in the front of each title.<br>a. Practice Readers. (Short stories and comprehension questions.) William S. Gray and Clarence Stone. St. Louis. Webster Publishing Co., Inc.<br>b. Reading for Meaning. Walter S. Guiler, J.B. Lippincott, Co. Philadelphia, Workbooks for levels 4-10. (Brief selection and exercises.)<br>c. Read and Comprehend. (rev.ed.) Pearle E. Knight and Arthur E. Traxler D.C. Heath and Co., Boston. (many kinds of reading exercises.)<br>d. Experiments in Reading. W.A. McCall, L.B. Cook; G.W. Norvell, Harcourt, Brace and World, Inc., N.Y. Books I, II and for grades 6, 7, 8 and 9. (Comprehension exercises.)<br>e. Tape Recorder. |  |

## PART V: COMPREHENSION

In the strict sense of the term, a person cannot be said to be reading unless he also comprehends. For this reason, comprehension of the printed word is not only a primary objective but also the ultimate purpose of all reading instruction.

Comprehension in reading involves certain basic needs. These needs are considered to be as follows:

> Word Meanings: The acquisition of word meaning is fundamental to all comprehension in reading. Word meanings must be ample, precise, rich and semantic variations must be understood. Without satisfactory word meanings, comprehension of either spoken or printed language is impossible.
>
> Thought Units: The inability to group material into thought units - which is the problem with the child who reads one word at a time or groups of words inappropriately - is an obstacle to effective sentence comprehension.
>
> Sentence Comprehension: In addition to understanding the meanings of separate words and thought units, there must be the ability to understand the relationships between these in a sentence. The child who cannot sense the relationship between elements within a sentence and give each its proper weight will experience severe difficulties in comprehension.
>
> Paragraph Comprehension: Satisfactory comprehension of the material in a paragraph is possible only when the reader understands the relations between the sentences which make up the paragraph.
>
> Comprehending Larger Units: To grasp the organization of an expository article or a story, the reader must understand the relation between the theme or purpose presented in the introductory paragraphs and the role of the succeeding supporting paragraphs. Without this ability, a reader will be unable to handle satisfactorily the specialized applications of the base study abilities described in a later section.

Comprehension, then, is a very general skill which involves understanding and retaining main as well as supporting details. Comprehending the main idea of a biology unit is quite different from comprehending the main ideas of a history unit. The child needs to develop comprehension in all content-area subjects.

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Inability to associate the printed word with the written word.<br>A. Insufficient sight vocabulary. | A. Request that the students draw illustrations for stories they are reading. | Fun To Do Books. Bond Dorsey, Cuddy and Wise.<br>The 220 Dolch Words plus Pleasure in Reading. Dolch Series. | Bond & Tinker. Reading Difficulties: Their Diagnosis & Correction. page 261-302.<br>Harris, A.J. How To Increase Reading Ability. |
| B. Undeveloped word meanings. | B. Have the individual retell a story in his own words rather than to repeat the words in the book; any comprehension exercise which does not allow merely repeating the words of the book will encourage the association of meaning with the words read. | Skill Development Books. (Bond, Clymer, Lyons and Carnahan Co.)<br>Programmed Reading. Sullivan Associates. San Francisco. (Webster Division, McGraw-Hill Co.)<br>Sounds and Patterns of Language. (primary). Holt, Rinehart, Winston. | |
| C. Lack of systematic study of words. | C. Begin training by using a basal reader at a level of difficulty that is somewhat easy for the child. Emphasize exercises which require rapid reading to locate a specific statement or to understand the general significance of the passage.<br>Use workbook pages that emphasize word recognition rather than analysis.<br>Employ all the exercises suggested in the manual which require the new vocabulary to be read as whole words, and all those which require the analysis of words should be avoided. | The MacMillan Reading Spectrum, Vocabulary Development Lee C. Deighton, New York. (The MacMillan Co.) | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (1) Inability to associate the printed word with the written word. (Con't.) | D. Utilize Dolch words. | | |
| D. Inability to extend word meanings. | E. Have the child read materials that are of such difficulty that he encounters about one new word in every forty running words.<br>Take advantage of the possibility of stating an immediate and separate purpose for each sentence.<br>Ask the child from time to time what he thinks the word might be, or have the child use context plus the initial sound to help him solve his word recognition problems.<br>Guide the subject in reading for purposes that demand thorough understanding of the content.<br>Introduce the subject to dictionary skills.<br>F. Teach root word, prefixes and suffixes.<br>Teach opposites, synonyms, and word parts.<br>G. Develop one word at a time in group work, i.e. "*rough*"- *paper, mountain, person, voice, lumber;* "*walk*"- *amble, strut, move, speed.* | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Inability to grasp details. | A. Present a series of factual questions based on special specific sentences.<br>B. Select portions of context which express a specific idea.<br>C. Have the child recall factual details of science or social studies by filling in multiple choice, completion or true-false responses.<br>D. Pupil reads a paragraph and answers questions in accordance to what is read.<br>E. Find a sentence in a story that best answers the questions about the story.<br>F. Separate sentences into thought units, i.e. "*The old man with the angry face was happy now.*"<br>G. Draw a line from the phrase to the word that has a similar meaning, i.e.:<br>*a big meal* — *alone*<br>*to rub softly* — *stroke*<br>*to cut down* — *feast*<br>*away from everybody* — *chop* | Basal reader workbook<br>The Gates-Peardon Practice Exercises in Reading Type C. A.I. Gates and Celeste C. Peardon, New York: Bureau of Publications, Teachers College, Columbia University.<br>Think and Do Workbook<br>Reader's Digest Series<br>Reading for Understanding Kit. (Science Research Associates) | Harris, A.J. How To Increase Reading Ability.<br>Blair, G.M. Remedial Reading Handbook. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (2) Inability to grasp details. (Con't.) | H. Which phrase makes you:<br>1. hear something<br>2. feel something<br>3. smell something<br>4. see something<br>5. taste something<br><br>a. the big truck<br>b. a sour apple<br>c. colored leaves<br>d. the cool breeze<br>e. sweet scented flowers<br><br>I. Read each sentence and decide whether the underlined part tells when, why, how, what or where. Draw a line under the correct response, i.e.,<br>1. The large farm belonged to father.<br>when why how what where<br><br>2. The boy went to the blackboard to write a word.<br>when why how what where<br><br>3. ...........<br>Words that tell: Who? Where?<br>Sentence number<br>1. _____ _____<br>2. _____ _____ | | |
| (3) Inability to grasp thought units. | A. Practice in finding the main idea of a paragraph.<br><br>B. Select and evaluate statements which:<br>1. support a conclusion<br>2. prove a point | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (3) Inability to grasp thought units. (Con't.) | C. Select ideas:<br>1. truth of statements<br>2. significance of incidents<br>D. Force pupils to read thought units by writing separate units on separate lines, i.e.<br>Julie said,<br>*"Put the duck in the water."*<br>E. Exercises to give the child instructions and experiences in reading by thought units, i.e. Draw a line under the correct phrase to complete the sentences.<br>*The ball sails* *over the fence.*<br>*down the hole.*<br>*under the water.*<br>F. Find the phrase that answers the following questions:<br>1. *Where was the rooster?*<br>2. *What did John see?*<br>3. *Who was happy?*<br>4. *When did the boys swim?*<br>a. *near the barn.*<br>b. *one summer day.*<br>c. *a pink light.*<br>d. *the white bear.* | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (3) Inability to grasp thought units. (Con't.) | G. Mark off the thought units in the following sentences and tell the who, what, where, why questions they answer, i.e. *The large truck went slowly down the street.* | | |
| | H. Explanation of topic sentence, supporting and amplifying sentences.<br>Exercises:<br>1. A child is asked to underline the topic sentences.<br>2. Cross out the sentence which does not belong in the paragraph.<br>3. Write a topic sentence for a given paragraph. | | |
| | I. List the main character in a story and tell the role in the story of the characters you listed. Draw a picture that describes an animal, action, or activity stated in a paragraph. | | |
| | J. After reading a selection from a list of given statements, check those which relate to the selection. | | |
| | K. Complete the following sentences, i.e. *A snowball is a ball made of* _____. | | |
| (4) Inability to comprehend the main idea. | A. Primary level can select portions of context which express a specific idea. | Basal Readers.<br>Social Studies Text and workbooks. | |
| | B. Select a paragraph in terms of importance. | Science texts. | |
| | C. Example of skimming for main idea:<br>1. Preview the title.<br>2. Formulate your purpose.<br>3. By skimming, practice locating the paragraph idea quickly. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (4) Inability to comprehend the main idea. (Con't.) | 4. After a certain time limit take a test based on main ideas. | Reading for Understanding. (Science Research Associates) | |
| | D. Teach paragraph construction: topic sentence and supporting sentences. | MacMillan Spectrum of Skills. Comprehension Series.<br>Student Reader's Digest Series. | |
| | E. Teach development of the structure of a story, its three main parts. | | |
| | F. Silent reading of passages followed immediately by teacher prepared questions of main idea. | | |
| | G. Teach reading for central thought: essentials vs. non-essentials. | | |
| | H. Techniques for summarizing the general content. | | |
| (5) Inability to classify and list facts in a sensible manner. | A. First grade level pupils may arrange sentences on the wall chart in the order of the events of a story. | Social studies texts and workbooks.<br>Reader's Digest Skill Content. | |
| | B. They may group together words representing a given classification such as toys, animals, and people. | | |
| | C. Classify objects or ideas in science and social studies as "*animals that have fun.*" | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (5) Inability to classify and list facts in a sensible manner. (Con't.) | D. In the middle grades list in sequence the steps leading up to an event, climax or preparation of a finished product.<br>E. Summarize a selection in a paragraph or in a sentence.<br>F. Organize facts gleaned from reading graphs and charts.<br>G. Organize materials gathered from a variety of sources for an oral or written report.<br>H. Classify materials in the room for functional purposes, i.e. put all the books on one topic on a specified table or assemble for use on two or more bulletin boards, pictures on different topics.<br>I. Tell what items belong in classifications like "*food*," "*clothing*," "*shelter*."<br>J. List the questions on which information is needed to solve the problem of a unit, and then group the questions on similar topics.<br>K. List the topics on which information is needed to solve the problem of a unit. | The most suitable materials will be those units in some of the modern basic readers designed to show the child how to go about reading the materials of science and social studies. The sections of the manuals related to these units of content matter will be found to contain many examples of exercises for developing ability to sense organization and relationship among the facts read.<br>Of the several series of graded exercise books that supply practice in these skills, the following are recommended:<br>Diagnostic Reading Workbooks. Eleanor M. Johnson, Ed. Columbus, Ohio, Charles E. Merrill Co.<br>Diagnostic and Remedial Exercises in Reading. L.J. Brueckner and W.D. Lewis, Philadelphia, Penn. John C. Winston Co.<br>Gates-Peardon Practice in Reading. Type C. A.I. Gates and Celeste C. Peardon, New York: Bureau of Publications, Teachers College, Columbia University. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (6) Inability to establish a sequence. | A. Retell science or social studies stories read in sequential order. | Practice Readers. C.R. Stone and C.C. Gover, St. Louis: Webster Publishing Co. | |
| | B. Read, make and use outline of material read. | Reading Skill Texts. Eleanor M. Johnson. Columbus, Ohio: Charles E. Merrill Co. | |
| | C. Discuss uses of words like first, second, and third as they occur in context. | | |
| | D. Draw and/or arrange pictures as they occurred in a story. | The SRA Reading Laboratory, Don H. Parker, Chicago. Science Research Associates. | |
| | E. Organize processes learned from field trips such as "*Steps in Making Bread.*" | Standard Test Lessons in Reading. W.A. McCall and Lelah Mae Crabbs. New York: Bureau of Publications, Teachers College, Columbia University. | |
| | F. Rearrange sentences in a paragraph in which all the sentences have been mixed up in terms of order. | The Reader's Digest Reading Skill Builder. D.E. Cooke, M.A. Dawson, and L.A. Thomas. Pleasantville, New York: Reader's Digest Educational Service. | |
| (7) Inability in following a series of related directions. | A. Observe written directions, such as "*Make one ball yellow. Make the other, blue.*" | Science Experiments.<br>Arithmetic story problems. | Triggs, Francis O. We All Teach Reading. New York City: Committee On Diagnostic Reading Tests. |
| | B. Follow directions that the teacher has written on the chalk board or on cards, such as "*Get ready for recess*" or "*Come to the reading circle.*" | Geometric figures.<br>See Vallett Manual | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (7) Inability in following a series of related directions. (Con't.) | C. Act out individually assigned sentence from a reading selection and then have the rest of the class tell which sentence it is. | | |
| | D. Follow written or oral directions for making things, such as a folder for papers or a paper-mache globe. | | |
| | E. Draw pictures from directions given. | | |
| | F. Draw pictures based on descriptions that the children can read. | | |
| | G. Carry out plans made by the class or a committee for work on a unit. | | |
| | H. Write directions for doing or making something. | | |
| | I. Read directions for a game and follow them. | | |
| | J. Read directions for doing tricks and then perform them. | | |
| | K. Arrange in correct order the sentences for directions to do or make something. | | |
| | L. Read directions for work-type activities in various subject fields and then follow them. | | |
| | M. Draw a diagram showing how a person who is at school could get to his house. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (7) Inability in following a series of related directions. (Con't.) | N. Read recipes and make them. | | |
| (8) Inability in sensing relationships. | A. Give specific purposes that will help to teach the child to sense the organization of the ideas and information he is reading about: *"Read to find out in what ways the life of a boy who lives by the sea in Brittany is the same and how it is different from that of a boy who lives in Dora Dora."* | Open Highways Workbook 5. Scott, Foresman and Co. pages 18, 49, 58, 59, 150.<br>See Vallett Manual.<br>Basic reading texts or stories.<br>Science and social studies materials on an easy level. | |
| | B. Illustrate multiple meanings of a word within a sentence. (The relationship to other words is the key to the meaning.) | Basic reader workbooks.<br>Open Highways, Book 6, Scott, Foresman and Co., pages 61-62. | |
| | C. Make up titles for short articles and stories. | | |
| | D. Give reasons for following the sequential relationship of a recipe. | | |
| | E. Match titles and cartoons. | | |
| | F. Find similar problems in two different stories. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (8) Inability in sensing relationships. (Con't.) | G. Match interests and TV programs. | | |
| | H. Make and guess riddles. | | |
| | I. Write a paragraph describing a given object, or person, which the pupils are to guess. | | |
| | J. Compare difference in reading material with known information, such as, *"How is the climate in India different from that on Guam?"* | | |
| | K. Tell which word of a series describes a character in a selection. | | |
| | L. Read a story to find out whether it is suitable to tell or read to others for a given purpose or to dramatize. | | |
| | M. Match a picture that illustrates a main idea with a paragraph that it illustrates. | | |
| | N. Show which word in a series of sentences or paragraphs does not belong in a paragraph. | | |
| | O. Check which ones of several conclusions are warranted by data given and explain why the unsound conclusions are invalid. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (9) Inability to distinguish between the major ideas and the related facts | A. Write paragraphs from outlines prepared by teacher. | Open Highways Book 6 Scott, Foresman and Co. Guide Section page 68. | Bond & Tinker. Reading Difficulties: Their Diagnosis and Correction page 375-385. |
| | B. Make two-way charts. | | |
| | C. Group sentences giving specific facts under two headings, later under three headings, then four, etc. | Open Highways Workbook 5, Scott, Foresman and Co. page 6, 96, 126. | |
| | D. Use open ended sentences requiring specific facts for answer. "*Ernie lived with his grandparents because* _____." | People and Progress Workbook, Scott, Foresman and Co. page 1, 16-17, 19, 22, 24, 28, 31, 44; 47-48, 58, 64. | |
| | E. Discuss meanings of short humorous poems or limericks. | | |
| | F. Find and read sentences to prove or disprove statements given orally, i.e.<br>*A sea lion is a small animal.*<br>(To be read-It weighs 600 lbs.) | | |
| | G. Group pictures under general definitions. | | |
| | H. List details about people, events and places. | | |
| | I. Learn the form for making outlines, including numbering and lettering, identification, capitalization and punctuation. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (9) Inability to distinguish between the major ideas and the related facts. (Con't.) | J. Fill in main topics and sub-topics of a selection when suggestions are given as to the number of main topics and the number of sub-topics under each main topic.<br>K. Make an outline, either in a group or individually, of parts of a story that one of the pupils will tell to another group of children.<br>L. Tell what is wrong with an incorrect outline that some "unnamed" pupil has made or one that the teacher has intentionally written incorrectly.<br>M. Write headlines for a class paper.<br>N. Study the table of contents to note the organization of a book.<br>O. Learn where in a well-constructed paragraph a topic sentence (if there is one) is found.<br>P. Outline the papers written by others in the group. | | |
| (10) Evaluation: Inability to differentiate between fact, fan | A. Define Figurative expressions.<br>B. List 20 facts that were taken from more than one source. Students group the facts under the correct sources. | Open Highways Workbook 5. Scott, Foresman and Co. Pages 8, 12, 15, 16, 36-37, 48, 60, 90, 105, 108-109, 113, 132, 151, 153. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (10) Evaluation: Inability to differentiate between fact, fancy, and opinion. (Con't.) | C. Give student practice in making judgments among a limited choice *"Which can you do in the next two minutes?"*<br>________ *run fast*<br>________ *fly to Mars* | Webster Classroom Reading Clinic.<br>Basal Readers and workbooks.<br>News magazines for children, such as: My Weekly Reader, Newstime, Junior Scholastic. | Smith, Nila B. Reading Instruction For Today's Children. page 278-562 |
|  | D. Distinguish between realistic and fanciful statements in a fanciful story. | Local newspapers.<br>Magazines. |  |
|  | E. Decide whether a story is apt to be fact, fancy or opinion from its title. | Reading for Understanding Kits. (Science Research Associates.) |  |
|  | F. Discuss whether a story read would have happened, and give reasons why or why not. |  |  |
|  | G. Find statements that characters make which are facts and those that are opinions. |  |  |
|  | H. Decide which statements in a newspaper article or editorial are probably fact and which are opinion. |  |  |
|  | I. Determine which statements in magazines or TV ads are facts, which are opinions, and which are fanciful propaganda. |  |  |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (11) Inability to judge reasonableness and relevancy of ideas presented. | A. Give student practice in comparing and contrasting. | People and Progress Workbook. Scott, Foresman and Co. pages 1, 4-5, 24, 32-34, 37, 41, 44-45, 47, 58, 61-62, 66, 72, 72. | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 377-378 |
| | B. Match generalizations to specifics. | | |
| | C. Connect correct pictures or cartoons to a short related story. | Humpty Dumpty magazines. | |
| | D. Find the main idea in a paragraph. | | |
| | E. Name pictures of unknown articles described in a story. | | |
| | F. List ideas that do and do not belong under a section title. Mark answers appropriately.<br>1. *The Cave Man's Home*<br>a. *Suppertime in the Cave home.*<br>b. *Scientists who dig for History.* | | |
| | G. Judge which paragraphs in a fanciful story could have happened and which could not. | | |
| | H. Judge which statements are probably true and which are not from a given paragraph. | | |
| | I. Read orally just the part that proved a point and no more. | | |
| | J. Find facts in a paragraph that are relevant to the topic. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (11) Inability to judge reasonableness and relevancy of ideas presented. (Con;t.) | K. Find facts in a paragraph that are not relevant to the topic. | Dolch Readers<br>Dolch First Readers | |
| (12) Inability to sense implied meanings. | A. Find clues in a detective story. | Reading for Understanding. (Science Research Associates) | |
| | B. Connect weather or environmental conditions to appropriate clothing and activities. | | |
| | C. Answer questions that analyze cartoons. (See page 34 in Open Highways workbook, Scott, Foresman.) | | |
| | D. Discuss the moral lessons in Aesop's Fables. | | |
| | E. Study and discuss proverbial sayings to determine what they imply. | | |
| | F. See also Disability No. 17. | | |
| (13) Inability in the establishing of cause and effect relationships. | A. Read, do and write simple science experiments. State cause and effect in written part of experiment. | Basic reading texts and workbooks<br>Dolch Readers | Smith, Nila, Reading Instruction for Today Children. page 269. |
| | B. Answer cause and effect questions about his own make-believe actions or emotions. *"What would make you happy? Mad? Sad?"* | Dolch First Readers<br>MacMillan Reading Spectrum | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (13) Inability in the establishing of cause and effect relationships. (Con't.) | C. Answer questions requiring consideration of cause and effect such as "*Which member of the band would be most tired after a parade, the tuba player or the flute player?*" | | |
| | D. Answer open ended questions: "*The Indians went on the warpath because* ______." | | |
| | E. Answer "why" questions about a cartoon or one comic strip. | | |
| | F. Use pictures of articles. Use questions to tell where these would be seen. i.e. a picture of a book, a lion, and an airplane. *Which would be found in a zoo? Library? Airport?* | | |
| | G. Determine why a story character was given a particular nickname, such as "Slim." | | |
| (14) Inability to judge the authenticity or validity of materials and presentation. | A. Discuss affects of publication date on the validity of science material. Approach any common text with a similar point of view. | Be a Better Reader. Books I, II, III, IV, and V. Nila Banton Smith, Englewood Cliffs, N.J., Prentice-Hall, Inc. | Smith, Nila. Reading Instruction for Today's Children. page 562. |
| | B. Explore an author's background, position, experience, and reputation as a criteria of validity. | Local newspapers<br>Magazines: Newstime, Junior Observer, Junior Scholastic. | |

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (14) Inability to judge the authenticity or validity of materials and presentation. (Con't.) | C. Illustrate with specific examples the flaw in going beyond the facts in making an unwarranted generalization: *"Parents put too much pressure on children."* | Tactics in Reading. Olive Niles, Dorothy Kendall Bracken, Mildred Daugherty and Robert Kinder. Dallas, Scott, Foresman and Co. | |
| | D. Discuss the effects of total dependence on a single authority. | | |
| | E. Explore the different meanings that words, especially abstract words, may have in different contexts. | | |
| | F. Use examples to show the effects of over-simplification on validity involving an "either/or," all black or all white situation. | | |
| (15) Interpretation: Lack of understanding the significance of a selection beyond the statements of the author. | A. Have the children anticipate the ending of a story. | Reading for Understanding Kits. (Science Research Associates) | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 378. |
| | B. Read and discuss an important document such as the Declaration of Independence with specific reference to personal implications. | Reading Laboratory. (Science Research Associates) | |
| | C. Have children form an opinion about which of the two people they have read about they would prefer to have as a friend. | Tactics in Reading. Olive Miles, Dorothy Kendall Bracken, Mildred Daugherty and Robert Kinder. Dallas, Scott, Foresman and Co.<br>"Scope" Newspaper produced by Junior Scholastic. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (15) Interpretation: Lack of understanding the significance of a selection beyond the statements of the author. (Con't.) | D. Ask students to read about, and determine from the reading, the effects of various inventions such as movable type, electrical light, and the mechanical reaper on them and their families. | | |
| | E. Have them read to draw conclusions and form generalizations from the facts given in science, history, and other content areas. | | |
| | F. Work together in the study of certain pieces of literature. Look for clues, symbols, and relations. Students make inferences about characters and plot from direct statements; from colorful descriptions of a person's character, appearance, voice, and actions; and from the setting or atmosphere. Students repeatedly go through this process of recognizing clues making inferences from them until they have gained proficiency in such interpretation. | | |
| | G. Direct individuals to read a selection outside of class and report to the class their discoveries and a synopsis. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (15) Interpretation: Lack of understanding the significance of a selection beyond the statements of the author. (Con't.) | H. Ask two students to dramatize the same story. Consider the points of difference in the two versions as a matter of individual interpretation. | | |
| (16) Inability to make comparisons. | A. Consider the point of view of two people in connection with a common happening.<br>B. Compare accounts of the same event printed in different newspapers or magazines.<br>C. Compare two characters in a story to determine their similarities.<br>D. Compare biographies of the same person written by different authors.<br>E. Ask students to tell how the expressed feelings of an author are similar to theirs in a like situation.<br>F. Have the readers tell to what extent their feelings would be the same as those of a character in a given situation, and give reasons. | Be a Better Reader. Books I, II, III, IV, and V. Nila Banton Smith, Prentice-Hall, Inc., Englewood Cliffs, N. J.<br>Literature texts<br>Magazines: Junior Scholastic, Junior Observer<br>Newspapers: "Scope," Newstime.<br>Tactics in Reading. Olive Niles, Dorothy Kendal Bracken, Mildred Daugherty and Robert Kinder, Scott, Foresman and Co., Dallas | Smith, Nila. Reading Instruction For Today's Children. page 561. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (16) Inability to make comparisons. (Con't.) | G. If two situations are compared in a problem in mathematics, note the conditions of comparison. For instance, the distance Train X travels is twice the distance of Train Y. Train X goes 70 miles per hour. How far could train Y go in an hour? The first sentence gives the basis for comparison. Other problems will provide similar opportunity for comparison. | | |
| | H. Have the class compare an experience they have had with a principle or object discussed in the science text. | | |
| | I. Use content areas such as social studies. Ex. Examine how people do things (build homes etc.) in different countries and make comparisons and contrasts. Compare seasons. | | |
| (17) Inability to draw an inference or conclusion not expressly stated. | A. Questions about information in pictures, i.e. from the way the children are dressed, is it hot or cold? | People and Progress Workbook. Scott, Foresman, and Co. Pages 7, 12-13, 32-33, 43, 49, 53, 56, 59, 63, 70, 72. | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 378. |
| | B. Student guesses on the basis of stated clues in a progressive order. *It is small. It has soft fur. It goes bow-wow.* Also reverse, student makes up clues for teacher to guess. | Social Studies book dealing with colonial times.<br>Good Children's Books. | |
| | C. Student gives as many reasons for an action as he can and reads to find which reasons would be valid for the story. | Basal reading series and workbooks<br>Reader's Digest and Skilltext. | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (17) Inability to draw an inference or conclusion not expressly stated. (Con't.) | D. Write endings to incomplete stories.<br>E. Discuss reasons why pioneers might have preferred to be paid in corn or goods instead of money.<br>F. Form conclusions about how climate conditions have affected the way in which people live.<br>G. Read to form conclusions and draw generalizations from facts given in science.<br>H. Determine the geographical settings of a story from descriptive statements.<br>I. Decide the season of the year when a story took place.<br>J. Determine who is telling a narrative story.<br>K. See also Disability No. 12.<br>L. Study current events. Make prediction on what will happen. Watch to see if it does. | | |
| (18) Inability to predict outcome. | A. Ask students to anticipate the ending of a story. | Reading for Understanding Kit. (Science Research Associates) | Smith, Nila. Reading Instruction for Today's Children. page 561. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (18) Inability to predict outcome. (Con't.) | B. Provide the class with a story which is complete except for an ending. Ask them to supply an appropriate ending. | The MacMillan Reading Spectrum. Adrain Sanford, Katherine Bishop, Janet Gillespie, Marilyn Crosby. The MacMillan Co., New York. | |
| | C. Have students draw conclusions and form generalizations from the facts given in science, history, and other content areas. | Be a Better Reader. Books I, II, III, IV, and V. Nila Banton Smith, Prentice-Hall Inc., Englewood Cliffs, N.J. | |
| | D. From the description of a bird or some other animal, decide what its eating habits, etc., must be. | | |
| | E. Consider a specific scientific experiment. Decide what the results of this experiment would mean to the farmer, to conservation, to industry, or whatever other area of life it may affect. Does it change the things people do, the way people do things, the ideas people have? | | |
| | F. Suggest alternative endings which logically follow a sequence. | | |
| | G. Read to predict results of an experiment in science. | | |
| | H. Given a diet of certain foods, list the content of these foods and note the deficiences or excesses, if any. Decide what effect this diet would have on an individual in health and energy. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (19) Reluctance in forming one's own opinion. | A. Have students select characters they like in a story and determine the attractive characteristics these individuals reflect. | Library selections: plays, stories, etc.<br>Reading for Understanding Kit. (Science Research Associates) | Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction. page 379. |
| | B. Ask them to select characters they dislike from a specific selection. The students should try to determine why the characters have this particular effect on them. | Reading Laboratory. (Science Research Associates) | |
| | C. Have class decide which of two people in a story they would prefer to have as a friend. | | |
| | D. Ask child to discuss how he thinks someone in a story felt. | | |
| | E. Have the children discuss whether a story read could have happened and give their reasons for their opinions. | | |
| | F. Ask a child to judge which of given paragraphs in a fanciful story could have happened. | | |
| | G. Have the children come to such conclusions from their reading as why pioneers might prefer to be paid in corn or other goods rather than in money. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (19) Reluctance in forming one's own opinion. (Con't.) | H. Have the child judge the point of view of two people about a common happening he read about. | | |
| | I. Have children discuss alternative solutions to a situation. | | |
| (20) Inability to infer time and measure relationships. | A. List and group words relating to time and measure of positional words. | People and Progress Workbook. Scott, Foresman and Co. pages 10, 21, 25, 31-35, 43, 45-46, 48. | |
| | B. Answer questions about measure and time relationships of two or more animals in the encyclopedia. i.e. *Is a bison larger or smaller than a striped hyena?* | | |
| | C. Classify statements made in a story into a period of time. i.e. *Did he move from New York when he was a baby, a young man, or a very old man?* | | |
| | D. Estimate the length of time for one event. i.e. *How long would it take to drive to the store?* ____ *15 min.* ____ *3 hours* ____ *5 days* | | |
| | E. Determine the length of time that would be required for the events of a given story. | | |
| (21) Appreciation: Lack of understanding the feeling and tone developed by the authors. | A. Have students list the details in a description of a room, a landscape, or some other setting in preparation for painting a picture or making a mural of it. Plan to dramatize the story. Notice the things that give the description a mood of gloom, gaiety, or mystery, etc. | Literary selections | Smith, Nila. Reading Instruction For Today's Children. page 133-139. |

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (21) Appreciation: Lack of understanding the feeling and tone developed by the author. (Con't.) | B. Give the character in a situation to which he will show a feeling of emotion and determine its nature. Decide what the author intended by giving a particular character.<br>C. Give evidence and draw conclusions as to the opinions and emotions of an author of a story or an article.<br>D. Have the group prepare a story for interpretive oral reading.<br>E. Have the children classify and group stories as sad, happy, exciting, etc.<br>F. Plan the dramatization of a story for radio or television.<br>G. Creative Dramatics. | | |
| (22) Inability to sense the plot, humor, and actor's feelings. | A. Have students give in a sentence the event in a given scene, or in a sentence the situation in a story or play.<br>B. Ask them to give in a sentence the character or nature of a situation. | Reading for Understanding Kit. (Science Research Associates)<br>Textbooks, stories, plays, and poems.<br>Arbuthnot Anthology of Children's Literature. | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 333-336. |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (22) Inability to sense the plot, humor and actor's feelings. (Con't.) | C. Have the class give in a sentence the personality or general appearance of a character. | | |
| | D. Ask them to choose alternative titles for a story, news article, magazine article, or poem which reflects the story as a whole. | | |
| | E. Pantomime briefly a book, character or a scene to be guessed. | | |
| | F. Read a summary or title and have the class guess which event, situation or character it is. | | |
| | G. Send a telegram repeating the events of a crucial scene in a story. | | |
| | H. Have students dramatize a good short story. | | |
| | I. Ask them to read and plan a radio or T.V. presentation of a story. | | |
| | J. Ask the class to locate and share a portion of a story that is funny. | | |
| | K. Predict the action that would have occurred between two parts of incidents in a story. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (22) Inability to sense the plot, humor and actor's feelings. (Con't.) | L. Describe a character in the beginning of a story. Make another description of him at the end. | | |
| | M. Select a character that you like. What has the author done to make you like him? | | |
| | N. Select a character that you dislike. What has the author done to make you dislike him? | | |
| (23) Inability to form sensory impressions. | A. Read stories for background needed to make a moral. | Paperback books from Scholastic Magazine Co. | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 380. |
| | B. Draw a picture of one character from a story. | | |
| | C. Illustrate the setting of a story. | | |
| | D. Select a story that would make a good play. | | |
| | E. Read to plan a radio or T.V. presentation of a story. | | |
| | F. Describe the sights, sounds and smells encountered by a specific character in a story. | | |
| | G. Locate descriptive words in a story. | | |
| | H. Read to share an adventure. | | |
| | I. Read for the enjoyment of a good story. | | |

| Disability | Remediation | Materials | References |
|---|---|---|---|
| (24) Lack of understanding of personal qualities of the characters. | A. Dramatize one character in a story. | Literary materials, plays, short stories. | Bond and Tinker. Reading Difficulties: Their Diagnosis and Correction. page 380. |
| | B. Select a story that would make a good play. | Newspapers | |
| | C. Discuss how someone in a story felt. | | Smith, Nila. Reading Instruction for Today's Children. page 133-139. |
| | D. Find statements showing that a particular character was honest, frightened, unfriendly, etc. | | |
| | E. Give in a sentence the personality or general appearance of a character. | | |
| | F. Describe a character in the beginning of a story. Make another description of him as he was at the end. How did he change? What did he learn? | | |
| | G. List step-by-step the people, things and events that made a character change during the story. | | |
| | H. In a biography, what topics has the author given to various sections of the person's life? How do these topics show what the author considers to be significant about these sections? | | |
| | I. Select a character that is liked or disliked by the students. Ask them to consider the reasons for their approval or disapproval. | | |

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| Disability | Remediation | Materials | References |
|---|---|---|---|
| (24) Lack of understanding of personal qualities of the characters. (Con't.) | J. Ask the students to select a trait they feel a certain character has. Go through the story to see whether the author reveals this trait by his own statements, by the character's actions, by the character's words, by the testimony of other characters.<br>K. Ask students to list the details in the description of a character in preparation for drawing a picture; writing a letter such as this character might write, showing what kind of person he is; discussing the consistency or inconsistency of the author's portrayal; making a comparison of this character with someone the class knows. | | |

# SECTION II: SUGGESTED MAGAZINE LIST
FOR ELEMENTARY PUPILS

# SUGGESTED MAGAZINE LIST FOR ELEMENTARY PUPILS

AMERICAN GIRL, Girl Scouts, Inc., 155 E. 44th St., N. Y. 17 N. Y. (12-16)* $ 2.00 yr. Monthly.

AMERICAN JR. RED CROSS NEWS, American National Red Cross, Washington, D. C. Free to schools with Red Cross donations. Monthly. (7-14)

BOY'S LIFE, Boy Scouts of America, 2 Park Ave., N.Y. 16, N.Y. (12-18) $ 2.00 yr. Monthly.

BUILDING AMERICA, Assn. for Supervision, NEA, Washington, D.C. (10-18) $2.25 yr. Monthly.

CHILD LIFE, Clayton H. Ernest, 136 Federal St., Boston 10, Mass. (5-15) $2.60 yr. Monthly.

CHILDREN'S ACTIVITIES, Child Training Assn., 1018 S. Wabash Street, Chicago 5, Ill. (5-12) $3.00 yr. Monthly.

CHILDREN'S PLAYMATE, A. R. Mueller Co., 3025 E. 75th St., Cleveland 4, Ohio. (4-12) $1.50 yr. Monthly.

FLYING, Ziff-Davis Pub. Co., 185 N.W. Ave., Chicago, Ill. (10-18) $3.00 ur. Monthly.

JACK AND JILL, Curtis Publishing Co., Independence Square, Philadelphia 6, Pennsylvania. (6-12) $2.00 yr.Monthly

JR. NATURAL HISTORY, American Museum of Natural History, Central Park West and 79th, N.Y. 24, New York (10-14) $1.00 yr. Monthly.

JUNIOR SCHOLASTIC, Scholastic Corporation, 220 E. 42nd St., N. Y. 17, N.Y. (12-15) $.65 school year. Weekly.

MODEL AIRPLANE NEWS, Air Age, Inc., 551 Fifth Ave., N.Y., N. Y. (7-16) $2.00 yr. Monthly.

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* Suggested Age Level.

MY WEEKLY READER, American Education Press, 400 S. Front St., Columbus, Ohio (7-16) $.50 school year. Weekly.

NATIONAL GEOGRAPHIC, National Geographic Society, 1146 16th St., Washington 6, D.C. (7-up) $8.00 yr. Monthly.

NATIONAL HUMANE REVIEW, American Humane Asso. 135 Washington Ave., Albany 6, N.Y. (9-13) $1.00 yr. Monthly.

NATURE MAGAZINE, American Nature Association, 1214 16th St., N.W. Washington 6, D.C. (12-up) $3.00 yr. Monthly.

NEWS TIME, Office of Publication, McCall St., Dayton 1, Ohio or 33 W. 42nd St., N. Y. 36, N. Y. (10-12) $.80 school year. Weekly.

POPULAR MECHANICS, Popular Mechanics, 200 E. Ontario St., Chicago 11, Ill. (12-18) $2.50 yr. Monthly.

POPULAR SCIENCE, Popular Science Pub. Co., 353 Fourth Ave., N.Y. 10, N.Y. (12-18) $2.00 yr. Monthly.

SCHOOL ARTS MAGAZINE, Davis Press, Inc., 44 Portland Street, Worcester, Mass. (12-up) $4.00 yr. Monthly.

STORY PARADE, Story Parade Inc., 200 Fifth Ave., N. Y. 10, N. Y. (7-12) $2.50 yr. Monthly.

UNCLE RAY'S MAGAZINE, Raymon Peyton Coffman, 11 King St., Madison, Wisconsin (7-12) $2.50 yr. Monthly.

WEE WISDOM, Unity School of Christianity, 917 Tracy St., Kansas City 6, Missouri (7-12) $1.00 yr. Monthly.

YOUNG AMERICAN, Eton Pub. Corp., 32 E. 57th St., N.Y., N. Y. (12-18) $.85 school year. Weekly.

YOUNG WINGS, Junior Literary Guild, 9 Rockefeller Plaza, N. Y. 20, N. Y. (9-15) Free to subscribers of Junior Literary Guild, separately $.50 school year. Monthly.

# APPENDICES

SELECTED BIBLIOGRAPHY IN READING

SELECTED BIBLIOGRAPHY OF READING TESTS

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## SELECTED BIBLIOGRAPHY IN READING

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## APPENDIX 2: DIAGNOSTIC READING TESTS

Appendix 2 is provided for the teacher's reference. No effort has been made to include all known tests, nor have evaluations of the tests' merits been included. For that type of information, the reader is referred to Buros' Mental Measurement Yearbooks.

The age range of each test is approximate. It is realized that in diagnosis the use of a test will depend upon the instructional level, not the age, of the child. The educator must determine this instructional level and then select the appropriate test.

Administration time for tests often varies with the age of the child, so the educator should accept these times as approximate-a factor which may determine the use of a test in a particular situation.

Publishers are coded, and the key to the code follows the test chart.

| Name of Test | No. of Forms | Type | Age Range | Time to Administer | Designed to assist in Evaluation of: Speed | Comprehension | Vocabulary | Word Attack | Audition | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| Botel Reading Inventory | 2 | Group and Individual | 6-18 | 20 Min. | | | x | x | | |
| Dolch Base Sight Words | 1 | Individual | 6-8 | 15 Min. | | | x | | | |
| Gates Reading Survey | 3 | Group | 8-15 | 1 Hr. | x | x | x | | | |
| Gates Reading Test | 3 | Group | Prim. 6-7<br>Adv. 7-8 | 40-60 Min. | | x | x | | | |
| Wide Range Achievement | 1 | Individual | 6-18 | 40 Min. | | | x | | | Arithmetic |
| California Phonics Survey | 2 | Group | 13-20 | 40 Min. | | | | x | | |

BEST COPY AVAILABLE

DIAGNOSTIC READING TESTS (Con't.)

| Name of Test | No. of Forms | Type | Age Range | Time to Administer | Designed to Assist in Evaluation of: Speed | Comprehension | Vocabulary | Word Attack | Audition | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| Diagnostic Reading Scales (Spache) | 1 | Individual | 6-14 | 1 Hr. | x | x | x | x | | |
| Diagnostic Reading Tests | 2-4 | Group and Individual | 5-13 | Varies | x | x | x | x | | |
| Diagnostic Reading Test Bond-Clymer-Hoyt | 1 | Group | 8-14 | 90 Min. | | | | x | | |
| Doran Diagnostic Reading Test | 1 | Group | 8-12 | 3 Hrs. | | | x | x | | |
| Durrell Analysis of Reading Difficulties | 1 | Individual | 6-12 | 40<br>60 Min. | x | x | x | x | | |
| Gates-McKillop Reading Diagnostic Test | 2 | Individual | 6-12 | 1 Hr. | x | | x | x | | |
| Gilmore Oral Reading Test | 2 | Individual | 6-14 | 15 Min. | x | x | x | x | | |
| Gray Oral Reading Test | 4 | Individual | 6-18 | 15 Min. | x | x | x | x | | |

BEST COPY AVAILABLE

## DIAGNOSTIC READING TESTS (Con't.)

| Name of Test | No. of Forms | Type | Age Range | Time to Administer | Designed to Assist in Evaluation of: Speed | Comprehension | Vocabulary | Word Attack | Audition | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| Monroe-Sherman Group Diagnostic Reading Aptitude and Achievement Tests | 1 | Group | 8-14 | 90 Min. | x | x | x | x |  | Arithmetic |
| Reading Versability Test | 2 | Group | 11-15 *<br>16-Adult | 25 Min. | x | x |  |  |  | Auditory Discrimination |
| Wepman Auditory Discrimination Test | 2 | Individual | 5-10 | 10 Min. |  |  |  |  | x |  |
| Peabody Picture Vocabulary Test | 2 | Individual | 2½-18 | 15 Min. |  |  |  |  |  |  |
| Dominance: Harris Test of Lateral Dominance | 1 | Individual | 5 - Adult | 5 Min. |  |  |  |  |  | Hand, eye and foot Dominance |

* Key to Publisher's Code

AGS-American Guidance Service, Inc.
720 Washington Ave. S. E.
Minneapolis, Minnesota 55414

B&M-Bobbs Merrill Co. Inc.
4300 West 62nd St.
Indianapolis, Indiana 46268

CAL-California Test Bureau
5916 Hollywood Blvd.
Los Angeles, Calif. 90028

CDRT-The Committee on Diagnostic Reading Tests, Inc.
Mountain Home, North Carolina 28758

EDL-Educational Developmental Laboratories
Huntington, New York 11746

ETB-Educational Test Bureau
720 Washington Ave. S. E.
Minneapolis, Minnesota
55414

## * Key to Publishers Code (Cont'd)

FOL-Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

GP-The Garrard Press
Champaign, Illinois 61822

HBW-Harcourt, Brace & World, Inc.
Tarrytown, New York 10591

JMW-Joseph M. Wepman, PhD
950 E. 59th Street
Chicago, Illinois

LC-Lyons E. Carnahan Educational Publishers
Affiliate of Meredith Publishing Co.
407 E. 25th Street
Chicago, Illinois 60616

NEV-Nevins Publishing Company
Pittsburgh, Pennsylvania

PSY-Psychological Corporation
304 East 45th Street
New York, New York 10017

TC-Bureau of Publications Teachers College
Columbia University
New York, New York 10027

# REMEDIATION HANDBOOK

## VOLUME II

COMPILED AND EDITED BY:

Duane Melling
Patricia Rieten
Margaret Victor

# VOLUME II

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## A. Failure to Associate Meaning with the Printed Word

1. Sensory Impressions:

   a. Listen for sounds and report on those they heard during a few minutes of silence.

   b. Guess the sources of sounds as one child, hidden from view, produces sounds by crumpling paper, using an egg beater, pouring water from one container to another.

   c. Distinguish, with closed eyes, whether the teacher taps on a table, the chalkboard, a glass, or something else.

   d. Dramatize stories in which a variation of soft and loud voices is needed such as "Three Billy Goats" or "The Three Bears."

   e. Crossing the Road: The "road" is the front of the classroom. One child is selected to "cross the road." The other children sit with eyes closed and heads on their desks. The leader chooses either to hop on one foot across the road, walk, run, jump, or skip. When he has crossed the road, the other children raise their heads and the leader asks, "How did I get across the road?" From among the children who answered correctly, the leader chooses the next one to cross the road.
   Ten choices could be made possible by having the leader go slowly or quickly. For instance, he could walk either slowly or quickly across the room. If he walked slowly the correct answer would be, "You walked slowly." If he hopped fast the child would say, "You hopped fast."
   There could be two leaders, with the children guessing which child moved, as well as the means of locomotion he used.

2. Words that Describe:

   The teacher finds a large colorful picture of a dog, cat, horse, man, baby, or any other expressive picture and mounts it on the bulletin board, poster board, or flannel board. Ask the children to give you words that describe the picture, such as pretty, big, tall, lazy, etc.

3. Descriptive Adjectives:

   How does spring look, feel, smell, and sound? To emphasize descriptive adjectives, make four lists with the children. Leave them on the chalkboard to inspire stories that they write immediately after the discussion.

   moist    fresh    busy    green

4. Telling How:

   To illustrate the "how" of things, and to lay a foundation for the proper use of adverbs, say the name of an animal. Let one child explain in words or motions, or with both, just how the animal "jumps" or "crawls" or "wiggles." Ask questions such as "Does he go fast? Does he go very slowly?" until the other children catch on and begin to ask the performing child themselves.

5. Pictures:

Match pictures with name words or action words:

On cards
On chalkboard
On worksheets

6. Individual Stories:

a. Write or type children's individual stories and paste them on cardboard. Develop a library of these. On the back write a sentence or two giving some directions for something to do after reading the story. Number these cards. Have a set of cards numbered containing the answers for the child to check. One might have a check list so that the child may sign his name upon correct completion of a card. Samples of directions:

Prepare this story to read to the class.
Draw John's dog.
Cut out the ball, wagon, and house in Mary's story.

b. Each child contributes a page of a birthday book. He uses 9" X 12" manila paper and draws a picture suitable for the event. At the bottom of the picture he prints "Happy Birthday to _______ from _____." On the back of the picture he prints an appropriate story. This is all original. The honored child chooses the cover color, and the teacher prints the appropriate wording. The children present their pages, and the honored one places them. The book is put together with long fasteners. "Get Well" and "Good-by" books are equally enjoyable. They are all presented with a smile and sometimes with a song!

7. Dramatization:

The teacher reads a story and the children are encouraged to dramatize it, giving simple lines to the parts. She may ask the class or members to supply lines to a familiar story. Example: "Little Red Riding Hood." As the children dictate the teacher should write their words on a chart so the correlation is made that written words are "talk written down."

8. Labels and Pictures:

a. Make labels for the various pieces of furniture in the room. When children have figured out that the sign on the back of the chair names the object, start playing scramble. Before the children arrive, mix up the labels placing most of them on the wrong object. See how many children can locate an incorrect label and place it where it belongs.

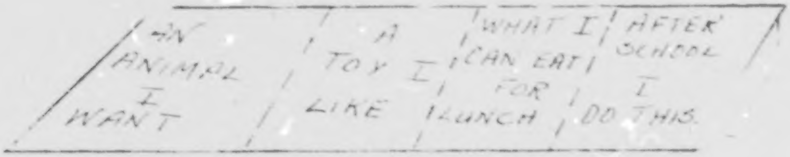
b. Have the children build a grocery store and stock it with empty cans, cereal boxes, etc. Be sure the cans have been opened upside down so when they are placed on the shelves with the closed side on top, the pictures and print will be right side up. Have prices marked on all merchandise. Let the children take turns as "clerk" and "shopper." See if the clerk can locate the right merchandise from word and picture clues and figure out the money necessary for the purchase.

9. Action Sentences:

The leader, who may be the teacher, places in a word holder or on a chalk ledge several sentences with directions such as "Get a book from the table." After a pupil has performed one of the directions, another child points to the sentence that tells what the other child did. He reads the sentence as he points to it.

10. Peek-a-boo Pictures:

Practice in reading and following directions will be provided in making these entertaining pictures. Fold drawing or lined writing paper in half lengthwise; divide it into four equal parts and cut on the dotted lines as shown. Such things as "An animal I want," "What I eat for breakfast," "What I do after school," "A toy I like," "The work my daddy does," etc., can be written on the front. The child then draws a picture inside to illustrate each statement.



11. Play a game of opposites. Children stand in a circle. Teacher says two words. If they are opposites, the children stoop; if not, remain standing. (Variation: Teacher or leader may point to a student to respond.)

12. Make a chart with pictures of opposites and have the children point to the opposites. Print words under correct pictures.

13. Use phrases such as "as quiet as _____" or "as big as an __________," to expand word meanings.

14. Write sentences on a chart containing homonyms.

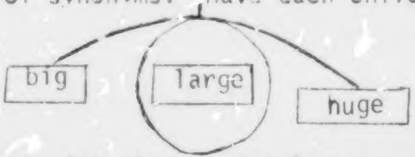
    a. Mary has a blue dress.
    b. The wind blew hard.
    c. I write with my right hand

    Find words that sound alike but are spelled differently. Teacher or child makes a list.

    Make a homonym booklet containing the words, sentences using them, and pictures illustrating the sentence.

15. Use bulletin boards to expand knowledge of antonyms, synonyms, and homonyms.

16. Keep a class chart of synonyms. Have each child make a synonym mobile.



17. Complete the sentence with the correct homonym.
    The boy went _______ school.
    I want a boat, _________.
    Here are ________ balls.
    too, two, to

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: 26-27, 6-7-8-9.

B. Inadequate Sight Vocabulary:

1. Same or Opposite?

   Between each pair of words below, write S if the words mean the same, write O if words are opposite in meaning.

2. List words such as little, big, up and have the children write the opposites. This could also be used as a pasting activity where the words are listed and the child cuts and pastes the word that means the opposite.

   Other words:

   old - new
   high - low
   hot - cold
   come - go
   girl - boy
   dark - light

3. Read the poems "Sky Is Up" and "Turn-About Tales' to illustrate antonyms.

4. Prepare phrases that contain opposites. Have pupils write the opposite word. In and ____
   Come and ____
   Up and ________
   go, in, out, down

5. Find Your Partner:

   Make antonym cards: yes | no | up | down
   Play Find Your Partner. Give each child a card. At a given signal, see how fast children can find their partners. Variation: word cards may be made in different shapes and cut apart.

   big little

6. Use experience charts to correlate words which are in the listening vocabulary of each child with words in print. Emphasize familiar nouns and verbs.

7. Help children recognize their own names on flash cards (on lockers, for attendance, or room helpers).

8. Use name cards for roll call.

9. Use labels on objects around classroom. Example: chair, piano, desk.

10. Learning New Words: A reading game that helps a child teach himself new words can be made from two pieces of tagboard about 8" X 10". On the first one the teacher can print a familiar nursery rhyme such as "Jack and Jill," underlining words the class will need to know such as "went," "up," "down," "water," "came," "his." On the other piece of tagboard the teacher can print the same nursery rhyme omitting the underlined words. The omitted words are printed on tiny flash cards that will fit in the blank spaces. The cards can be kept in an envelope glued to the back of the tagboard. The child can first match each flash card to the underlined word to find out what the word on it is. Then he can fill each blank on the other tagboard "page" with one of the cards.

11. Have the children develop and illustrate a personal list of new vocabulary words in a unit, or keep a personal notebook of new words.

12. List several words to use in a short, original story. A possible list might be: Indian, hardship, danger, hunting, tracks, escape, guide.

13. Word Ball: Arrange chairs for four bases as in baseball. Divide the class into two teams. The pitcher flashes word cards. If the batter says the word correctly, he moves to first base. A word missed is an out for the team. Three outs make an inning. A child scores after he has gone from first, second, and third base to home base.

14 Add captions to the pictures on the bulletin board as units progress. (Transportation--cars go fast.)

15. Illustrate new words by having child draw pictures of them.

kite

16. Discriminate between words by providing words in lists or groups.

a. On word cards or on blackboard--teacher says word and child points to it or underlines it.

| | | |
|---|---|---|
| horse | right | house |
| better | letter | night |
| look | green | book |

b. On work sheet--teacher says one word in the line and children mark it.

| | | |
|---|---|---|
| ball | baby | doll |
| funny | little | family |
| saw | was | see |

17. Present new words in meaningful context by using them in a sentence.

18. Make a large chart captioned We Found These Words. As children find the new basic sight words from magazines and newspapers, the teacher mounts them on the chart. The chart may also be used with newly introduced vocabulary.

19. To reinforce a new word such as jump, use it in other sentences.

Tom can jump.
"Jump up high," said Susan.

20. Play mailbox game by giving each child a set of word cards. Those not recognized go to the "Dead Letters Office" and child keeps those he knows.

21. To play "Giant Steps," have two children of equal ability stand side by side. Flash a word and the one who says it first takes on giant step forward.

22. As an oral exercise, match new words with descriptive phrases when words are unknown.

| | |
|---|---|
| color of grass | bang |
| a loud sound | green |
| nothing in it | empty |

23. Aid children in writing stories using sight words.

24. Feed Tim: A bear or other animal may be drawn on large tag board. His mouth may be cut out. A child feeds "sight word cookies" to the animal when he says the words correctly.

25. Hunting: Pass cards to all but one of the children. As soon as each child knows his word he holds the card up so it can be seen by all the others. When all the cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting." If he can find the word, he may read it aloud and take it to his chair. The child whose card has been taken is now the new hunter.

26. Treasure Hunt: The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture for which he must then find the corresponding word.

27. Old Maid: Prepare a deck of about twenty cards, with one additional card for the "Old Maid." At the top of the card print one word. on another card print the word again, making a pair. Prepare all the cards in this way, all cards having pairs except the "Old Maid." One word alone may be used for the "Old Maid" card and can be changed frequently, thus eliminating the chance of memorization. Deal out all cards. Beginning with the person at the dealer's left, the players take turns drawing cards, each drawing from the person at his right. As pairs are formed, the words are pronounced and the "book" placed on the table. Continue until all cards are matched and one person is left with the "Old Maid."

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: Inadequate Sight Vocabulary, 24,25,28,63,64.

C. Inability to get Meaning from the Content:

1. Acting:

Utilize every opportunity to have children act out words, stories, and ideas. This not only adds to their enjoyment but also helps develop imagery for reading.

2. Create some situations and have children make up stories and record them on the tape recorder. Let them listen to themselves and see what changes they would like to make; then have them re-tape using their new ideas. These stories will make excellent material for the Library corner. As children listen to themselves, they often hear errors in their speech which they wish to correct. Some ideas for story situations might be:
"The Very First Thing Which I Remember"
"If I Were the First Person on the Moon"
"What I Would Say if I Could Talk to a Tree"

3. Distinguishing Relevant and Irrelevant:

A paragraph is read in which one sentence doesn't belong. Students are asked to identify that sentence.

A sentence is read containing a poorly chosen word, such as an inappropriate verb, noun, or adjective. The students are asked to identify the word and suggest a better word.

4. Expanding Experiential Background:

a. Through the use of spoken context children associate pictured objects with the spoken word for that object. ("A baby cat is called a ______.")

b. Read a sentence and ask him to end it with any word that makes sense:

(1) Today I fed my ________(goldfish, puppy, kitten).
(2) Yesterday I visited __________(grandma's, the zoo, the park).

c. Show pictures of summer fun to help children relate their own experiences.

d. Use filmstrips and fieldtrips to enlarge pupils' personal background.

e. Display pictures that the children bring and discuss their relation to a season, holiday, or current event.

f. Place pictures of the five senses on the flannelboard. Have a child choose a picture or object such as an onion, a cat, or a flower and tell which senses he used to identify the object or picture. Have the child explain his feelings about the objects.

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: Inability to Get Meaning from Context - 45,46 and Oral Language Development Activities.

D. Faulty Visual Analysis of Words:

1. Spelling Riddles: Let the children put on paper, the riddles they want you to guess, or have them try spelling riddles like these below:

Drop the m from mother
And you will spell ________.
Put m before an
And you will spell ________.
Put c before old
Spell the word _______.
Put c before up
And you will spell ________.

2. Write sentences (either on chalkboard or a ditto) that contain words similar in form. Have child find the correct word and underline it.

My__________can run. house, horse, hat

3. Compound Words:

a. Give children opportunities to learn that a compound word is made up of two root words.

b. Place an assortment of known word cards that can be combined into compounds in the card holder. The children may arrange them into compound words.

c. List words that could be combined to make compound words. Children write them in correct order.

| | |
|---|---|
| cup | house |
| snow | cake |
| bird | man |

d. Ditto humorous multiple choice sentences to emphasize compound words:

In your lunchbox you may find a ___________. beehive, cupcake

Other Words:

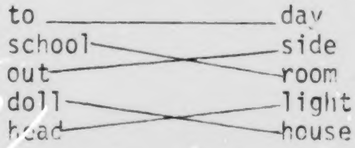
doghouse - greenhouse
handcuffs - earmuffs
firefly - fireplace

e. Make a list of compound words. Find the two root words in each.

sometime
cowboy
houseboat

farmhouse
blackbird
outside

f. Match the two words which will make a compound word.



4. Root Words:

a. Write a list of words on the board. Have children identify root words by drawing a circle around the root word.

walking played colors

b. Reverse this activity by pronouncing an inflected form asking students to name (or select a card containing) the root word.

c. Ditto sentences containing root words and words with inflected endings. Have the children circle the correct form.

Carrie _________ the cat. want, wanted

d. Ditto sentences and have the children write the root word and the "ing" ending. "If you like to walk, go _________.

Other Words:

play
help
read
paint
fly

travel
talk
work
shout

e. Provide exercises to enable children to recognize root words and to add endings to a known root word.

f. Make a list of words with endings on the chalkboard. Have children find and underline the root words.

| | | | |
|---|---|---|---|
| liked | plays | foxes | rolling |
| looked | rolls | catches | falling |
| pushed | jumps | dresses | jumping |

5. See Configuration Activities on page 26, 27, 42, and 43 of part 2 of this volume - Word Attack Skills.

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: Faulty Visual Analysis of Words - 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 123.

E. Inability to Sound Initial Consonants:

1. Word Sounds: Use any free moments for simple activities on words and sounds. At dismissal time, for example, when children have wraps, a child is asked for a word which begins like farmer, or pig, or any word with a beginning sound needing drill. When the word is given, he is allowed to get his coat. Be sure this does not embarass the child. Help him if he has trouble.

2. Play Word Dectectives. Have the children close their eyes. Say several words at a time, two of which rhyme. Let the children "discover" the rhyming words or the one that does not rhyme. This can also be used with beginning sounds.

3. Hide and Seek: Hide picture cards around the room. At a given signal, children search for cards. At another signal, children return to their starting places, and name beginning consonants.

   The teacher places three paper boxes before the group. A picture (perhaps a key picture at first) has been attached to each box. Children place the cards they found in the right box.

   Teacher checks each box with the children as they pronounce each word and the key word. Children listen for a card which does not belong. Any child who makes an error is helped to correct his error. (Used after several sounds have been developed).

4. Find large pictures with detailed background (playground, toy store, shopping center) containing several objects beginning with a certain sound. Have children locate all the objects whose names begin with the sound they hear at the beginning of sandbox, for instance.

5. Name objects and children in the room that begin with the sound that s has in the words soap, sack, Sammy.

6. Use a child's name and show children that by changing the beginning sound other names can be made. (Bill to Will etc.) See Substitution Exercises on page 17, of this section.

7. Children may enjoy choral speaking of nursery rhymes or repeating simple tongue twisters. "Paul has a pet pig." They may be encouraged to make up other tongue twisters.

8. Phonics Game: This is a game for first graders, to help them become more familiar with initial consonant and vowel sounds. Place five large letters on the chalkboard. Then say a word to the class that starts with one of these letters. If a child knows which one of the five letters begins the word, he raises his hand and asks for example, "Is it H?" If he is correct, he goes to the board and prints the letter "H" under the one already there, as he says the word.

9. Initial Sounds: Clap out initial sounds that are alike, i.e., "Bobby thinks the baby has a ball." Other suggested words are cat, dog, hat, nut, turtle, etc. When the children have become aware of the first letter in words, try this device. Say several words starting with the same letter as "ball," "bat," "boat." Go around the room giving each pupil a chance to think of a word beginning with the sound "b." When the children seem unable to think of a word, start another letter. This may be used as a game with four groups. Scores may be kept.

10. Lost Squirrel: Draw three trees about two feet high on the board, a maple, a pine, and a birch. Cut from construction paper a squirrel about three inches high.

The teacher says a word beginning with the letter m, p, or b, for example, "mother." The first player takes the squirrel home to the "maple" tree. If the teacher says a word beginning with b, for example, "bear" the next player will take the squirrel home to the "birch" tree. Continue until all children have had turns taking the squirrel "home" to various trees. The same idea could be used with a bee in search of a flower home, "dandelion, rose, buttercup." In upper grades, medial sounds might be used. All words should avoid (1) blends such as in "snapdragon." (2) words beginning with vowels if played in grades K-2. (3) misleading words, such as "geranium" or "cinder."

11. Climbing the Stairs: Give each pupil several different cards, each of which has printed on it a consonant, speech consonant, or blend to which pupils have been previously introduced. Let each pupil pretend that he is climbing a staircase. When it is his turn, he gives a word that either begins or ends with the sound represented by the letter or letters that appear on the card he holds up for others to see. The pupil should tell whether the word he gives begins or ends with the sound in question. When each pupil reaches the top step by giving a correct word for each of his cards, he has arrived "home."

12. The Doctor's Cat: The Doctor's Cat is a simple game requiring each player to use an adjective beginning with the same initial letter to describe the cat. The children sit in a circle. The first player says, "The doctor's cat is an active cat." The second says, "The doctor's cat is an angry cat." After each player uses a different adjective beginning with "a," the sentence returns to the first player, who then makes a descriptive remark about the cat beginning with "b." It may be advisable to go from the first player's "active cat" to the second player's "big cat" and the third's "clever cat," etc. To encourage listening perhaps each player could repeat the preceding adjective before adding his.

13. Collect objects for a sound box (ball, spool, spoon, etc.). Child says letter names of beginning or ending consonant as he picks out an object. Two children may see who can pick out the most objects. This activity may also be used with speech consonants.

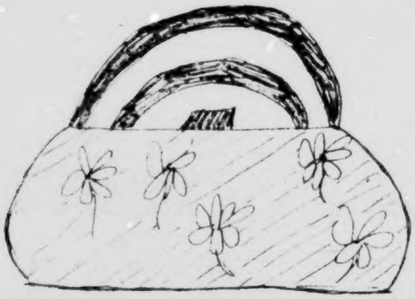
14. Give each child in the reading group a card with a consonant on it. Say a word like "boat," or "monkey" and the child who has the beginning consonant holds it up and calls the name of the consonant. This game may also be used to identify speech consonants and ending consonants.

15. Beginning Consonant Game: Distribute cards with Yes and No written on opposite sides. Select a consonant. Play a "lightning" game. Say words, and the children signal "Yes" if a word starts with the chosen consonant, or "No" if the consonants are different.

16. Consonant Exercise: For a consonant exercise, mark off squares inside the bottom part of a hoisery box. Print consonant symbols along the top row of squares. Cut pictures from used readiness books for children to place under the appropriate letter symbols. Pictures can be stored in the box, and children can work the exercise without removing any pictures from the box. This exercise could also be used with vowel sounds and suffixes.

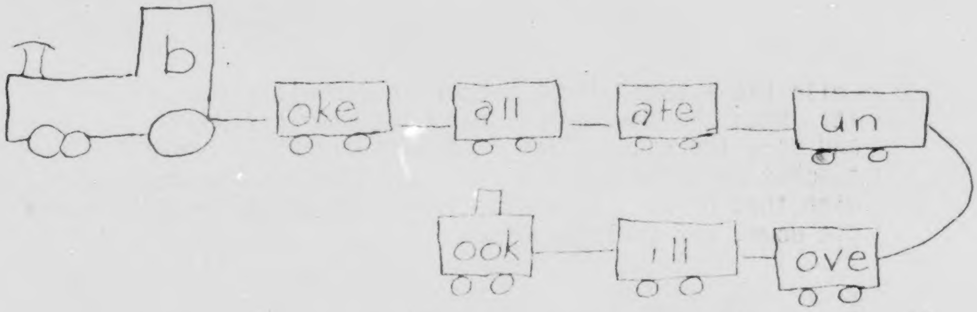
| Pp | Rr | Tt | Mm | Ss |
|---|---|---|---|---|
| | | | | |
| | | | | |

17. The Carpetbag Game: This game is used to develop skill in auditory perception of consonant sounds. The carpetbag, of course, is Mary Poppin's bag. The game can be played with any of the consonant sounds, but for an example the consonant sound "m" will be used. The teacher needs to have a carpetbag and many cards with pictures of objects that have names beginning with the "m" consonant sound. She will need to have a few cards with pictures of objects that have names beginning with other consonants such as "d," "f," and "g." A child places the cards along the chalk rail or in the pocket chart. One child is "it" and starts the game by saying, "I'm going on a trip and I'm going to take something in Mary Poppin's bag. It is something that begins with the "m" sound." The child that guesses the answer correctly gets to put the picture in the bag and then has a turn being "it." Miniature objects may be used in place of pictures.



18. The Train Game: This exercise will give the children practice in pronunciation and recognition as well as distinguishing words from groups of letters or phonograms which do not make a word.

Have the children all make a car for a train. On each car write a phonetic element. The beginning sound on the engine is teamed with the phonetic elements to make words. The teacher may also give each of several children a beginning sound and ask the children to stand in front of the ending or place their card in the right car their sound could be teamed with to make a word.



19. Have the children bring magazines to school. Instruct them to find pictures that start like boat, cat, duck and fish. Use the same procedure to review the remaining consonant sounds.

20. Say a group of words. Have children tell which does not belong (that does not begin like the others).

dog, door, cat, doll
balloon, ball, bat, door

21. Similar activities can be used for listening for the speech consonants ch, sh, th, and wh.

Place pictures illustrating the four speech consonants before the children (wheel, chicken, shoe, thimble). Say a word and have the children point to the picture that contains that sound. The children can give additional words for each classification.

22. With What Letter Does It Begin: A large piece of oaktag is cut into 11" X 7" rectangles. Each of these rectangles is then divided into twelve sections, which are each 2 1/4" X 2". A consonant letter is then printed in each small section.

Attached to the back of the oaktag card is an envelope containing small pictures which can be cut from old or used reading readiness books.

The child takes the pictures out of the envelope and places each picture on the letter which stands for the sound the picture begins with.

This "puzzle" game can also be used with final consonants, speech consonants, consonant blends, and vowels.

| | | | |
|---|---|---|---|
| d | v | p | n |
| m | r | s | k |
| t | h | t | p |

23. Child has a card with a consonant (vowel, blend, or digraph) printed on it. When the teacher calls a word with his sound, he holds his card up and says the sound. The procedure can be reversed for variety; the teacher says the sound and the child shows the sound and says a word with that sound. (Can also be varied by having children stand up, sit down, get in line, etc.)

24. Each child at the board writes three or more blends, (digraphs, consonants, or vowels). As the teacher calls words with these letters, children put an X under the correct one. This can be played as a point game by giving marks for the first correct answer. (For variation, children can write the sounds they hear in words that the teacher pronounces.)

25. **Listen to My Sound**: Teacher begins by saying, "I am thinking of something in the room. Its name begins like the word water. What is it?" When a child correctly identifies the object, he becomes IT and the game continues. This game can also be used for final sounds.

26. **Sound Elements**: On the wall next to the seat of the student, the teacher tacks pictures of common objects having names beginning with one of two letters which sound much alike such as "b" and "p." For example, a loaf of bread, a ball, a boy, a pen, a pig, a plate, a basket, etc. The teacher has the child say the picture names and decide under which letter groups (b or p) they belong. The child works on this until he can do it accurately; then new pictures and letters are used.

27. **Call-a-Sound**: Flash cards are placed on the chalk tray at the front of the room. The teacher then says a word, and asks a student to go to the board and choose one of the words that begins with the same sound as the word she has just spoken.

28. **Word Sound Game**: Prepare 2 X 3 inch cards with single consonants or consonant blends on them. Place the cards face down on a table in front of the players. Each player in turn picks up a card and shows it to the group. The first child to think of a word beginning with that sound gets the card. The child with the most cards is the winner. Variation: make cards with long or short vowels.

29. **Matching Picture and Words with the Same Beginning Sounds**: On a sheet of paper have a picture of an object--such as an ear of corn. Also have a group of words. Have the children circle the words that have the same beginning sound as the picture.

team
more
calf
cow

cake
girl
hand
pill

are
boy
torn
came

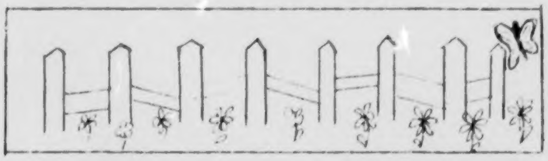
30. See Substitution Exercises on page 17 of this section.

31. See Initial Consonant Sounds on page 20 of this section.

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: Initial Consonants - 29-30, 66-75, 77, 150-151, 152.

F. Inappropriate Directional Habits:

1. Left-Right Sequence: On a large piece of chart paper (tag) paste a picket fence. Have a bird, a bee, a butterfly etc. which the child can move from post to post left to right. Other variations can be made, flowers can be placed in the foreground and the objects can be moved from the posts to the flowers left to right.



If an EDL machine is available, it can be put on the moving slot and having children follow the lighted, moving slot in its left to right progression.

Refer to the following pages in K-3 Section of Instructional Objectives Exchange Materials for further activities: Inappropriate Directional Habits - 47, 48, 49, 50.

G. Oral Reading Inadequate:

1. See Oral Reading, Part III of this Volumn.

# SUBSTITUTION EXERCISES

## Initial Sounds

B
kite
thank
thump
jar
gun
ring
tent
ands
Jack
will
funny
see
look
like
told
sound

F
dish
cold
sound
yellow
ball
will
can
win
good
ear

J
pack
him
am
boy
get
big
sleep
dust

M
he
we
find
will
get
by
dine
hen
night
dark
ice

R
went
tip
tack
not
find
may
can
sound
that
big
show
head
did
take
him
am
fun
hear
sight
fear
locket
ice

W
he
may
net
fin
hood
sound

C
ball
fan
man
look
but
hold
hard
half
nap

G
not
may
met
fun
jet
cave
fold
fear

K
ring
find
trick
sleep
did
will
it

N
red
get
wet
cow
rut
but
fight
ever
gear

S
tip
come
get
funny
no
milk
may
and
it
wing
fold
right
prize

Y
get
hard
fellow

D
big
mine
sheep
fish
went
weed
say
cried
just

H
not
good
look
like
men
eat
sound
calf

T
Jack
ball
night
hold
hump
gold
right
near
hot
cap

L
went
came
saw
tip
not
it
and
may
head
hike
hump
night
hard
cried
hot
nap

P
we
will
can
that
may
get
in
it
out
dark
found
locket
hot

Z
tip
broom
bring

W
cave
sing
day

TH
can
where
saw
jump
first
in ring

WH
tip
Jack
there
by
dine
kite
eat

SH
tip
Jack
not
look
bed
my
take
mine
could
red
hear
hop
fun
out
deep
dark

CH
tip
few
fair
cap
Dick
farm
hop
jump
sat
still
those
walk
strange
turn

BL
came
thank
fast
red
new
find
hot
house
know

BR
trick
bag
cake
gave
ride
string
trick
night

DR
tried
flies
summer
top

FL
bed
boat
came
cap
make
night
sat
show
string
saw

CL
am
cap
play
never
thing
those
down
thank
saw
hear
trick
tip
over
jump
down

FR
came
cried
dog
down
get
night
frail
see
still

SQU
dirt
fall
print
wash

SPR
main
shout
day
try
hang

CR
black
ship
loop
show
just
thank
new
hop
down
fly

Initial Sounds

**GL**
blue
broom
clean
cream
hide
show

**GR**
made
and
stay
street
new
kind
tip
throw
glass
owl
twin

**PR**
teach
rice
sick
hide
flint
size
lay
thank
dance
raise
sat
dawn

**PL**
tan
gate
not
how
jump
plan
thumb

**SC**
batter
care
more
far
owl
hot
drab
our
porch

**SC cont.**
bold
off
fat
bale

**SN**
black
bag
tail
cake
cap
tip
store
catch
rag

**SM**
back
call
brother
lock
judge
rear

**STR**
wing
sing
pipe
nap

**SP**
broke
will
went
like

**SQU**
dirt
fall
print
wash

**TR**
cried
race
made
cap
head
see
him
hot
just

**TR cont.**
black
pail
say
eat
tip
out
why

**ST**
ring
wing
rate
hand
march
bar
cart
rag
bread
cream
feel

**THR**
boat
head
just
new
will

Vowel drops - Short sound

**a**
has
tnat

**long ā**
mine - mane
time
while
tile
like

**short ĭ**
chop
fast - fist
but - bit
had -hid
lamb - limb
must - mist
let
pull - pill
sat - sit
pan - pin

**ou as in loud**
coach
put
hand
trot

**short ĕ**
big - beg
band
shall
bunch
bat
man
pan

**ea, long ē**
bad - bead
but - beat
fast - feast
not - neat
sat - seat
hit - heat

**ee**
but - beet
choose - cheese
stop - steep
said - seed
fed - feed

**long ī**
done - dine
here- hire
none - nine
rope - ripe

**long ī**
rope
feet
here
seat
sight

**long o͞o (food)**
but
pail
man
stop

**long ō**
must
ride
cake
cat - coat
wire
best - boast

**long ō (oa)**
oat - coat
best - boast
green - groan
men - moan

**short u**
big - bug
cap - cup
hit - hut
pop
spring
ring
patter
bad
dog
neat
batter
ragged
seen
lock

**short o͝o (hood)**
head

## Final Endings

G
ran
hop
did
run
sat
win
but
let

M
but
had
who
did
see
far

N
big
dot
tip
but
see

P
can
ran
sat
did
him
hard

R
fun
bag
clean
eat
cried
sound
no

SH
cat
ran
had
run
was

TH
bad
earn
grow
pan
sound
tent
too
work

SK
man
rind
bring
which
tap

CK
pig
ran
sat
six
still
stop

## INITIAL CONSONANT SOUNDS

When introducing consonant sounds, sentences may be read containing words beginning with these sounds.

"Say the words that start with the same sound as monkey and mittens."

Mother took me to the movie.
Mr. Mills brought the milk.
Michael had many pretty marbles.
Many times Marilyn gave milk to the kitten.

"Listen closely. Say the words that start with the same sound as desk and dish."

I did not eat my dessert at dinner.
Daddy brought a doll for Dorothy
The doctor gave Dave a dime.
Did you see my pet duck?

"Tell the words that begin like four and find."

Father can fix the football.
Francis found the food.
A fish does not have fingers.
The fireman got there first.

"Say the words that start with the same sound as gate and good".

The little girl gave a gift to me.
Goldilocks had golden hair.
Flowers grow in the garden.
The goat went through the gate.

"Tell the words that start like book and belt."

My brother got a new bat for his birthday.
The boy put a bell on his bicycle.
See the boat in this book.
The baby played with the big ball.

"Say the words that start with the same sound as turkey and teeth."

He took the tie.
Tell the teacher about the toys.
A turkey does not need a toothbrush.
Put the tomatoes on the table.

Continue as other sounds are taught.

# PART II : WORD ATTACK SKILLS

## A. Exhibits Inadequate Sight Vocabulary

1. Alert-O:

Place a number of word cards in the chart holder. Write a number on the chalkboard. The first child takes that number of cards. He should name each card as he takes it. Change the number for the next child.

2. Ring-a-Word:

Utilize heavy plywood in constructing a board 2 X 3 feet in size. Space five nails on the board and paint numbers from one to five under the nails. Print words on small cards and hang them on the nails. Easiest cards should be placed on nail #1 and progress until the hardest cards are placed on nail #5. Equip children with a box of mason jar rubber rings. The directions for the game are: "Ring the word and score the points if you can say it." For use with two or more children.

3. Charts:

Make charts of Words to Know in subject matter areas, or on specific topics.

| Words to Know About France | | |
|---|---|---|
| Paris | Seine River | barge |
| French | Eifel Tower | canal |
| Louvre | | artists |

4. Choose the correct word to fit the exercise.

What animals would you expect to find in a story about a farm?

____ cow
____ camel
____ dog
____ boat

____ house
____ goat
____ elephant
____ horse

____ fox
____ boat
____ box
____ pig

5. Riddles:

Create a riddle and have children choose the vocabulary word that answers it.

6. Rebus stories:

Prepare a rebus story. Children can find pictures in old magazines or draw their own words in the story. These can be stapled together and placed on the reading table. Words and rebus should be used, then going slowly to word only.

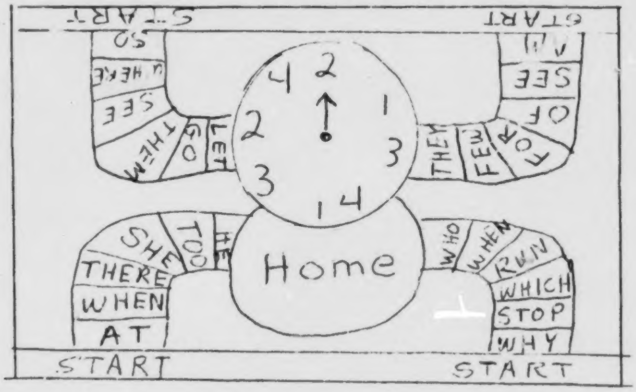
7. Print a numbered list of words on a sheet of paper. As the teacher pronounces a word, the pupil writes the number.

8. Tracing:

If a child is having difficulty remembering sounds or words, tracing sometimes helps. As the sound is said slowly, he traces the letters that make that sound on the chalkboard, in the air, in a sand box, or over sandpaper letters. Large cutout letters may be used to form words, also.

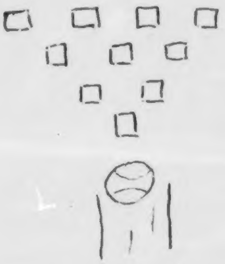
9. Pollyanna:

Make playing board from cardboard (see example) and edge with Mystic tape. In the center there are two circles. One is Home and the other has a spinner and numbers. Twirl spinner to see how many steps to advance. For each step forward, the player must pronounce the word in his square as he passes it. Four may play and the first one Home wins. Places are marked with buttons and spinner is made of tagboard and fastened with a paper fastener. Each player has 16 steps (words.)



10. Ten Pins:

Ten pins are arranged like bowling pins on the floor. Player takes one card from face-down stack. If he can pronounce it, he may try to knock over the pins with a ball. If he cannot pronounce the word, the next player tries. Score is kept of the number of pins knocked over. Pins could be made of cardboard milk cartons and ball could be an old tennis ball.



11. Go Around the Board:

(One or more players). The teacher makes a game board of heavy tagboard. On it she has a starting point, prisons, swamps, etc., and ending. In between these points are words or phrases which the child must read if he lands on them. A spinner is in the center. The child spins to determine the number of spaces he is to go. If he lands on a word he doesn't know, he must return to home base. He may continue if he gets the word correct. When a child lands on a tricky spot, he must do as it indicates. The first one to go around the board without error is the winner. (See example on next page.)

| | | | | | |
|---|---|---|---|---|---|
| happy | young | detour<br>go back<br>two | farm | friend | jail |
| brave | -1 | | 1 | 3 | smile |
| mud<br>go back<br>three | 2 | | | -2 | blue |
| lick | | 4 | 5 | | write |
| HOME | like | thank | spent | swamp<br>go back<br>one | going |

12. King of the Mountain:

In "King of the Mountain," all children sit in a row except the king who sits in an area designated "Mountain" and his guard who sits near him. The teacher shows a word and calls on a child who may challenge either the king or the guard to answer. If the challenged one cannot answer and the challenger answers correctly, the two children change places.

13. Webster Word Wheels:

The Webster Word Wheels may be used to give practice in word sounding after a number of sounds have been mastered. Each child has a record sheet (see appendix) and after the words on one wheel are said for the teacher, a check is made on the first blank beside the wheel's number. The child says the words again and the next blank is checked. When the child says the word a third time, the last blank is checked. The child is now assumed to have mastered that word wheel and may "teach" that wheel to other students, following the same procedure.

Small individual word wheels can be made using words that are more simple to sound than those on the Webster Word Wheels. (These might also be checked out to be used by children at home.) The cards can be made from tagboard: Cut a window in the 8 X 4 strip so that the window is large enough to show only one word at a time. Tagboard word strips are moved up or down from the back to expose the words.

14. Individual or Group Tape-Recorded Drill:

Teacher makes cards for a group of sight words. Cards should be numbered so they may be kept in order. Teacher then makes a tape of these words. She should allow five seconds between each one. The child turns a card from the stack and tries to say it within the five seconds.

15. Win a Ticket Home:

Turn a number of word cards face down in front of students. Each child takes a turn to expose a word and say it. If he says it correctly, it may go back into a box. If he does not know it, he must keep it with his cards. When a child has said all his words correctly, he wins a ticket home.

16. Teacher presents pairs of words that are frequently confused such as:

    purpose - propose
    prefer - perform
    sprite - spirit
    quite - quiet

    Have pupils look up meanings and use the words in sentences.

17. Campaigns such as "Learn a new word each day" may be carried on. Post a new word in a conspicuous place in the room every day. Encourage use of the word. Keep a tally of each time the word is used.

18. Keep notebook of new vocabulary words in content areas.

19. List words that denote: space, distance, measurement, and time. Ex: weightless, reentrys, nautical mile, kilometer, depth, century, tomorrow, before, after.

20. Label social studies maps (geographical terms).

21. Label drawings in science.

22. Write math problems out in words.

23. Transpose numerals to words. Ex: 10-tens, .1-tenths

B. Refuses to Attempt Unknown Words

It is important that the teacher selects activities she is sure the child will experience success with. Praise should be used at every opportunity. As the child builds self confidence more challenging activities may be used.

Helpful activities may be found in the following sections:

Sight Vocabulary
Structural Analysis
Syllabication
Context

### C. Inserts Extra Words or Parts of Words

Often children will insert words which are a part of their language patterns into a written phrase which does not fit the structural pattern of their oral language. The teacher should attempt to determine if the insertions do fit the student's oral language pattern and also if the insertion changes the context of the passage being read. If it does not fit the child's language, the teacher should check the student's comprehension of the material as it may be of a difficult level with which the student is not capable of dealing. Refer to Locating and Correcting Difficulties by Eldon E. Ekwall.

If the insertions do meet the above criteria, there is probably little to worry about since gaining meaning from the passage is the ultimate objective of reading rather than the exact oral pronunciation of graphic symbols.

### D. Repeats Words or Parts of Words (See Section E)

### E. Omits Words or Parts of Words

Refer to Locating and Correcting Reading Difficulties by Eldon E. Ekwall. This book was placed in the schools participating in the UMSSP last year. It contains chapters on the above disabilities and suggests methods of determining the "cause" of these disabilities. The activities selected should depend upon the teacher's diagnosis of the specific child involved.

### F. Reverses Letters or Words

1. Stop and Go:

   "Was," "on," and other words often reversed are printed with the first letter in green and the second in red. The students are told to obey the traffic lights, starting with "go" letter and stopping with the "stop" letter. The same words written in black are then placed below the colored words and read after them.

### G. Recognizes Only the Beginning Sound and Guesses at the Remainder of the Word

1. Develop perception of inner word detail by the use of flash cards: spot--sport, except--expect, horse--house.

2. Make a transparency to give practice in discrimination between common service words: fell, full, fall, fill
   bell, bull, ball, bill

3. The teacher may write a consonant on the board three times. As the teacher dictates words, have the children circle the letter position of the consonant.

   ddd dog ddd window ddd cold

4. Phonic Strips:

Three horizontal slits, close together and in line, are made across a 4 X 6 index card. Three other slits are made directly below them. A number of thin strips are prepared of a proper width so that they can be threaded through the slits in such a way as to expose only a small part of the strip. On one strip a number of initial consonants can be printed, one below the other, on a second strip middle vowels, on a third, common word endings, and so on. By inserting the strips and moving them up and down a large number of different words can be formed. This device can be adapted for practice on beginnings, middles, or endings, and can be used with phonograms as well as single letters.

5. Write on the chalkboard such words as saw, was, see. Ask the children to pick out a certain word, such as was.

6. Give children practice in discriminating between words of similar configuration.
The dog can _________. bark, bank
The teacher rang the ________. tell, bell
Mother put the _______ on the floor. run, rug

7. Lost Letters:

Remind pupils that consonant letters form the framework of most words and that we grasp the meaning of many words from just a glance at them. Emphasize that the more familiar one is with the details of a word, the easier it is to visualize the total word from just a glance at its framework. Then write several sentences like these below, in which all vowel letters are omitted, and have them read.

Th_ b__s _nd g_rls w_nt t_ sch__.
Y_st_rd__ h_ c_l_br_t_d h_s b_rthd__.
Th_ b_d d_g fr_ght_n_d th_ l_ttl_ ch_ldr_n.

8. Lead students to observe structural parts of words before they begin to attack a word phonetically.

9. Use flash cards. Expose a word for two seconds. Ask students to write what they saw. Expose card again so each child can correct his own work.

| | | | |
|---|---|---|---|
| Ex: | plays | working | jumped |
| | into | cowboy | outside |

10. Write a list of about 10 words on the board. Keep covered until ready to use. At a signal, uncover for about 10 seconds. Cover again and ask students to write all the root words they can recall. (Some should be root words with no inflected endings.)

| | | | |
|---|---|---|---|
| Ex: | block | talking | lonely |
| | careless | wonderful | helper |

11. Tick-tack-toe:

Each child plays with a partner and is assigned a different consonant instead of the usual "x" or "o" symbol. As the teacher calls words, players listen for their consonants which may be heard either at the beginning, middle, or end of the word. Initial consonants should be written in one of the three spaces at the left-hand side; middle consonants are written in any of the three middle spaces; and final consonants are written in one of the right-hand spaces. For instance, one child might have "f" and the other "s." If "cuff" is called, the child having "f" could place an "f" in any one of the three squares on the right. The next word might be "salt" and the child with "s" could put an "s" in any one of the first three boxes. The next word might be "after" and the first child would put an "f" in one of the three middle squares, and so forth. The whole class may be divided into groups of two and all play at once if desired. When the game is finished, it is fun to see which consonant won. Different consonants may be used.

12. Word Trips:

Make up word trips for the children to take in their free time. Explain that they are to change only one letter with each move. Have them make their own word trips to exchange with the other children or to put in a word trip box to be used on various occasions. This activity can be made into a contest, used to suggest words to be used in sentences, and various other activities. The following is an example of such a trip:

Jack's CART needed a new TIRE. He made seven stops to get it.

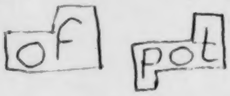
c a r t

portion ___ ___ ___ ___
a harbor for ships ___ ___ ___ ___
to separate into groups ___ ___ ___ ___
painful ___ ___ ___ ___
additional ___ ___ ___ ___
past tense of tear ___ ___ ___ ___

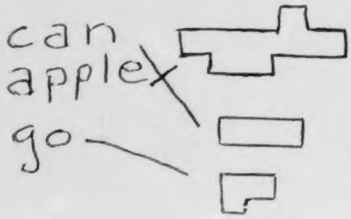
t i r e

13. Developing Configuration Clues:

Make duplicates of a paper containing several words printed largely. Have the children draw a block around them (i.e.,



Have a list of words in one column and several configuration blocks in another. Direct the children to draw lines from the words to the blocks in which they would fit.



14. Ask child to select words which are alike.

Different configuration. Which are alike?

1. ride-Billy-ride-something
2. grass-book-read-grass
3. baby-rub-lamp-rug

Similar configuration. Which are alike?

1. ran-rum-nur-ran
2. where-when-there-here-where
3. stop-pots-spot-stop

Have children examine a list of words which are similar and match a word card with each word:

house
saw
can
spot

was
car
stop
horse

15. Write on the blackboard pairs of words that are similar in form, pronounce the words at random and ask the child to find the word pronounced.

| Example: | went | here | it | but |
|---|---|---|---|---|
| | want | where | is | bug |

16. Watch It:

Teacher says words or reads a paragraph. She deliberately mispronounces a word. The child who catches the error gets a point if he pronounces the word correctly. This game is good to implement learning of basic sight words as well as other areas of reading.

17. Erase A Word:

Children choose sides. Each team stands in a line at right angles to the blackboard. The teacher writes on the board two lines of words of sentences of equal difficulty. At the signal, the first child in each line says the first word in his column. If he is correct, he is permitted to erase the word. If he says the word or words wrong, the next person in the line must take the same one. The winning team is the one that completely erases its words first.

18. Peg It:

A game to strengthen word recognition skills. A peg board with four pegs and a number of word cards are needed. (A hole is punched in a corner of each card.) A peg is assigned to each player, and a dealer deals an equal number of word cards to each player face down. Each player in turn takes three cards from his pile and reads them. For every correct word he slips that card over his peg; and for those missed, the card is discarded. The one with the most cards on his peg wins the game. (The game may be changed to use phrases or sentences-more difficult; or to blends and letters-less difficult).

19. Simon Says:

The teacher has a pack of word cards and a pack of picture cards to correspond with them. The teacher holds up a picture card and places a word card underneath it, exposing the two for only an instant. If the word is the name of the picture, it is equal to the command, Simon Says, "Thumbs up," and everyone in the group is supposed to put thumbs up. If the picture and the word do not correspond, Simon Says, "Thumbs down," and everyone is supposed to put thumbs down. The words and pictures increase in difficulty for higher grades.

20. Finders:

Each player has a card marked off into 25 square blocks. In each block there is a printed word. The teacher shows a flash card of one of the words. The child who has this word raises his hand, pronounces the word, points to it, and is given the flash card, which he places over the word on his card. The child who has five words covered in any direction is the winner.

21. Emphasize that the more familiar a person is with the details of a word, the easier it is to visualize the total word form with just a glance at its framework. Write several sentences, omitting all vowels, and have pupils read them. Ex: *y-st-rd-y h- c-l-br-t-d h-s b-rthday.* Have pupils write their own sentences, exchange papers, and fill in the other's sentences.

22. Develop ability to discriminate between words of similar configuration. Ex: monstrosities, monasteries; except, accept; willingly, winningly.

23. Word Trees:

Build "word trees" using a common root as the trunk.

Ex: port = portable - transport - transportable
scribe = prescribe - incription - subscriber
manu = manufacture - manuscript - manual

24. Print multi-syllable words on flash cards. Expose each card for two seconds. Ask students to write what they saw.
Variation: Ask students to write the affixes they saw--or the root.

25. Teacher reads a list of words and students write the first and last consonants of each one-syllable word.

Ex: dust - d--t trust - tr--t
draft - dr--t church - ch--ch
Refer to section K-3 of Instructional Objectives Exchange Materials for further activities on pages 61, 62, 78, 83, 148, 149, 184, 185, 152, 166, and section 4-6 pages 48, 68, and 89.

H. Substitutes Inappropriate Sounds

1. Several cards are typed, each with a group of words similar to those listed below. As they are exposed one by one, the child selects and reads the words rhyming with the underscored one at the top.

1.Cont.

| pig | get | nod | mad | cut | sob | wit | Ned |
|---|---|---|---|---|---|---|---|
| rod | dot | fig | pup | gap | dim | fit | fed |
| gas | fun | pod | bad | but | mob | hen | did |
| fig | net | bud | top | sad | tug | pat | fog |

| not | bat | hip |
|---|---|---|
| cot | hat | bag |
| rut | cut | hid |
| cup | fan | dip |

2. Recall with the children the speech consonants ch, sh, th, wh. Provide practice in the use of speech consonants by exercises such as this, having children supply words.

   Pin
   1. Jon decided to buy his sister a beautiful pin for her birthday.
   2. Mary rubbed her (chin) as she tried to think.
   3. Tom bumped his (shin) on the corner of the box.
   4. A flamingo is a large bird with long, (thin) legs.

3. Teacher pronounces a word, cat. Children write it on the board. Teacher says bat. Children erase the c and replace it with b. Continue with other rhyming words. If ending sounds are being stressed, the teacher may ask children to change cat to can, etc. If vowel sounds are being drilled, change cat to cut.

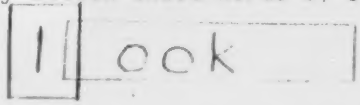
4. Prepare 12 X 18 envelopes and label each with a phonogram, (suffix or prefix). Word cards using these phonograms are placed by children in the proper envelope: cat, sat, hat in -AT envelope; can, pan, fan in -AN envelope.

5. Add a Letter:

   Add a letter to each underlined word. Then write the new word you make, like this: Add a letter to lap to made a sound. (clap)
   Add a letter to on to make a number.
   Add a letter to hop to make a store.
   Add a letter to in to make something with a sharp point.
   Add a letter to tree to make a number.
   Add a letter to arm to make a place in the country.
   Add a letter to back to make a color.

6. Substituting Consonants in Words:

   Exercises in consonant substitution can help youngsters develop skills that lead to independence in reading. To make a booklet that provides practice in consonant substitution, fold several slips of paper, perhaps 3" X 4", into a booklet and staple them together. Then staple a strip of tagboard, about 3" X 6", to the last page to form a wide back cover. Write the first letter of a known word (the l in look for example) on the first booklet page and the rest of the word on the tagboard strip as the drawing shows. On each of the following pages write a different consonant or consonant blend (b, br, c) that combines with the word ending to make a new word (book, brook, cook). As children turn the booklet pages, they attack these words by substituting initial consonants.



7. Substitutions:

When children have learned most of the single consonants and consonant blends, have them work exercises like the following to practice substituting consonants to form new words. Write on the board some known words that can be used for initial and final consonant substitution. Have children copy the words and list under each word as many new words as they can form by substituting initial or final consonants; for example:

pig - pin, thin, chin, chip, whip, ship
cut - hut, hum, hush, rush
eat - each, peach, teach, reach
pet - yet, met, net, set

Refer to section K-3 pages 11, 12, 84; section 4-6 pages 1-3, 16, 31; and section 7-8 pages 7, 8, 25 of Instructional Objectives Exchange Materials for further activities.

## I. Fails to Make Use of Context Clues

1. Activities that Utilize Picture Context:

   a. Discuss the pictures in the daily lessons to interpret the plot of the story and the emotional reactions of the characters.

   b. Draw faces to indicate how a character felt in each part of the story.

   c. Have children bring news pictures from newspapers or magazines and explain their significance.

   d. Have children bring pictures of names of things, action words, vegetables, fruits, homes, toys, or space.

      (1) Name the pictures
      (2) Make groupings (classify)

   e. Have children supply appropriate words in the sentence as the teacher reads: The dog ____his dinner. (ate, nibbled, gobbled, saw, sniffed) The _____ bear walked through the woods. (brown, black, big, grizzly, fat) Discuss what "picture" their word gives the sentence.

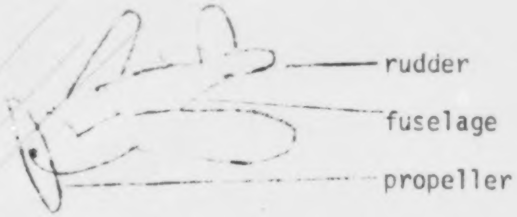
   f. Use pictures from textbooks to understand details that cannot be derived from the basic content.

      Examples:
      "fiord horse"
      billabong
      peso
      plantations
      polder
      kayak
      derrick
      gaucho
      olive trees
      koala
      tortilla
      Pampa
      Sphinx
      emu
      hacienda
      manioc
      cassowary
      cacao

g. Make individual or class dictionaries to illustrate, by children's drawings or pictures from magazines, the vocabulary of a particular unit. Example: Eucalyptus tree with picture.

h. Have children incorporate new vocabulary in writing or talking about their pictures. Example: Australian bush man with boomerang.

i. Employ diagrams with correct vocabulary. Example: airplane



j. Introduce maps and learn required vocabulary. Examples:

bay
canyon
channel
continent
gulf
plateau
summit

k. Explain to pupils that a picture can sometimes be used in discovering the pronunciation of a strange printed word and a clue to its meaning.

Ex: gnome
coolie
windlass
peso
pygmy
fuselage

Through discussion of pictures before reading a story, try to bring out words which will appear in written context. Ex:

Setting of story - foreign country
Characterization - helpful sailors

l. Use a series of overlays of the heart or flowers to build meaning for words that are used to compare, show contrast, show cause and effect relationships, or simultaneous development.

m. With illustrations, develop pronounciation and meaning by listing words to describe what you see that makes inferences and interpretations, propagandize, illustrate, or reinforce ideas. Ex: Collect advertisements and pictures from Northwestern Bell Telephone regarding phoneability, or gas commercials that "put a tiger in your car."

2. Recognizing Words and Meaning from Context:

Teachers can help students recognize words from context by helping them to analyze the text and become aware of the different ways authors give clues to aid word recognition. Students should not be asked to memorize these, but only to become acquainted with the various types of clues. Some of these are listed below.

a. Signal Words:

Help children watch for signal words. (Put an antiseptic, such as alcohol on the skin.)

b. Typographical Aids:

Misplace punctuation marks and have children read or listen to see how the meaning of a passage is changed.

Find examples of italics as used in explanatory paragraphs, key words, and topic words. Compare.

Quotation marks denote speaking part. Assign character parts asking students to talk as in a real situation. A narrator may read all background information.

Direct children to find and copy five sentences from their social studies texts which use quotation marks to set off explanatory phrase or unusual wording.

Used to set off an explanatory phrase, or unusual wording. Ex: Turkestan means "land of the Turks." She had "inward visions."

Discuss the use of parentheses in multiple choice exercises. Emphasize careful checking of all words within parentheses before making choice.

Used to enclose an explanation of a word. Ex: He went to several stores (grocery, hardware, pharmacy).

Used to enclose a series of words from which to select the appropriate word. Ex: The body of water where ships anchor is called a (gulf, bay, harbor.)

Used to enclose suggested examples. Ex: In adding the suffix ing to words ending in e, you drop the final e before adding the suffix (such as bite, biting).

Explain that words with a special meaning are frequently enclosed in quotation marks, footnoted, printed in boldfaced type, underlined, or put in italics.

Review punctuation marks taught in previous grades as aids to comprehension. Punctuation often points out relationships within a sentence. Ex: Period at end of sentence. It is used to signal the end of a statement.

Locate sentences or paragraphs that use commas to set off an explanation. Ex: Throwing, or passing, the ball to another player is very important in basketball.
Richard, as king, was not a great man.
Giles wanted to visit Sherwood Forest, the home of Robin Hood.

Use a pair of dashes in a sentence to point out that this added idea between dashes helps to explain the main idea. Ex: Basketball--a fast action game--is played by five men who must be in top physical condition.

Find illustrations in readers which shows the colon is used to signal the listing to follow. Ex: There are five positions to be filled on a men's basketball team: two guards, one center, and two forwards. He purchased camp supplies: sleeping bags, cookware, medical items, and food.

Use a selection which contains the colon, the comma, and the pairs of dashes as listed above. Underline punctuation marks used as signals to comprehension. Students are to determine (a) if each punctuation mark sets off an added idea; (b) if it tells that the author will explain what he said before: and (c) if it is followed by small bits of information given in order.

c. Appositive Phrase:

Guide the students to look for context clues in appositives. Practice using contextual analysis by circling the word or words that explain the underlined words in the exercises written on a chalkboard as:

The miser, a person who loves money for its own sake, is seldom happy.
In front of the pyramid was a great square, or plaza.
The old Inca capital, Cuzco, was in a high mountain valley.

d. Reflection of a Mood or Situation:

An unknown word may, at time, be supplied because the author has created a feeling or mood where a particular word naturally fits the situation.

Ex: "He had been out in the woods all day walking in the waist-deep snow. He thought of the nice warm fire as he trudged toward home. "A dark funnel-shaped cloud approached from the east. They stopped the car and waited. Everyone was greatly relieved to see it pass them by without even snapping a twig."

Activities:

(1) In an assigned story have children find descriptions which create a mood and locate the word that fits the description. Later children may write their own original descriptions, leaving out the key word to be filled in by classmates.

(2) Copy sentences on chalkboard containing words which involve emotional reactions. Have children choose the best word.

Jim felt _____ when he broke his toy airplane. happy, sad
The hot apple pie tasted ____ to the hungry boy. good, cold

(3) Ditto a few short paragraphs with questions at the end of each to check how the words are used in context.

Tom could not go out to play. He felt very blue. He was sorry he had not come home on time. What word tells how Tom felt?____________

e. Summary:

At times an author will use the unknown word to summarize several ideas which precede or follow it. Ex: "The North Pole is the center of an ice-covered area with no vegetation, but directly south of this area is a region where the soil thaws for a few weeks in the summer. This region is known as the tundra." "Mary disagreed with her friends. She did not obey her parents. She did just the opposite of what anyone suggested. She was an obstinate person."

f. Familiar Expression:

Sometimes a word can be supplied because it just fits naturally into a familiar expression. Ex: "He finished the word as quick as a wink." "The box with the birthday present in it was light as a feather."

Activities:

(1) Give pupils a mimeographed list of familiar expressions which they should try to use in sentences like the example.

(2) Practice in using context to interpret familiar expression. Prepare a worksheet using some of the following:

Our boys won the game, but they just won it by the skin of their teeth. ___very easily ___by biting ___by a close score

The whole school is looking forward to the big game. Our class is especially steamed up about it.
___excited ___warm ___amazed

"Don't let your big brother get under your skin," said Mother.
___pinch you ___bother you ___touch you

g. Synonyms May be Used:

Frequently, a synonym is used to explain a word or idea. Ex: "I have come to bring you an order from my brother and to ask you to paint an ema picture, a wishing picture, for me, too." "Jim was a good scout, a real trooper."

Activities:

(1) Write some sentences on the chalkboard underlining a particular word in each. Have children write synonyms for the underlined word and decide which word best fits the context of the sentence.

(2) Take a word from context. Print it on a card. Have the students find the synonym for that word in the selection.

| | | |
|---|---|---|
| Examples: | hamlet | The hamlet in which I now live is a very pleasant village. |
| | horde | The crowd at the inn told me that there would be a horde of people at the fair. |

h. Comparison with a Known Idea:

In the comparison or contrast clue, the word is predictable as like or opposite another word. Ex: "The coastline of southern France is smooth, but the coastline of Norway is rugged."

Activities:

Have pupils cite examples in selections where something they already knew helped them to understand the meaning of a word or phrase. Call on pupils to give their examples and tell how experience helped them in their understanding.

i. Experience Background:

Sometimes the author depends upon the experience of the reader to provide the clue. Ex: "Penguins look ever so funny marching in a row like little black and white soldiers."

Activities:

(1) Teacher shows several examples of clues which require experience background to help in their understanding. Choose a word whose meaning is in question and have pupils tell or illustrate what they think it means. Check afterwards with dictionary.

j. Definition:

One of the most common techniques an author uses is to define the word in the context. Ex: "The work of getting the mineral iron from the ore is called smelting." "A silo is a tall round building." "Shearing means to cut the heavy wool coat from the sheep."

Activities:

(1) Teacher selects several words which are identified through clues in a selection. She uses a transparency to flash the words on the chalkboard. As each word is shown, pupils skim the selection to locate the word and copy the definition clue. (Might be used as a game to determine winner.)

3. Use Context to Interpret Meanings of Figures of Speech.

Provide practice in using context to interpret the meanings of figures of speech:

a. (Metaphor) Dick isn't very friendly today. He behaves as if he has a chip on his shoulder. ___wants to be helpful ___has a piece of wood on his shoulder _X_ wants to fight

b. (Simile) Mary had the flu and was not feeling well. She felt like the last rose of summer. ___rested _X_ very tired ___lovely

4. Use Context to Select the Correct Pronunciation:

Practice recognizing the correct one of alternative pronunciations. In the following sentences the content provides the essential clue:

The lead in my pencil is broken.
Lead the way, please.

Make up sentences in which words are pronounced in two different ways depending on context: use, read, wound, wind, bow.

5. Use Context With Multiple Word Meanings:

Give a word to each student in the group to develop different uses for the word. Act out the sentences and have members of the group guess the various meanings. Words such as switch, trunk, bark, pound, and roll can be used.

a. We ate a roll for breakfast.
b. We watched the waves roll along the beach.
c. Get a roll of paper towels.
d. Roll the ball to Peggy.
e. The dog could roll over.
f. Miss Smith called roll.
g. I like the roll of drums.

Play a multiple-meaning game. Give them a piece of paper with clues. "It is sometimes done on a stage. It is something children like to do." (play)

Divide class into groups of five giving each group one word they must use in five different context settings.
Ex: Run him out of town.
Nylon stockings run.
He batted in a run.
The fire drill was a dry run.
He had run a total of five wins in a row.

Refer to section K-3 pages 1, 46, 124, 144, 219, 236, 271, 272; section 4-6 pages 17, 58, 90-92, and section 7-12 page 10 of Instructional Objectives Exchange Materials for further activities.

## J. Fails to Make Proper Use of Structural Analysis

1. Root Words:

   a. Review the meaning of root word and variant forms, and write on the black board a number of examples, as wait, waiting, waited; pat, patting, patted, etc. Have one child underline the root word in each group and another the endings in the variants. The words might provide opportunity for reviewing the following principles; -Words of one syllable ending with a consonant, double the final consonant before adding ing and ed. -Words ending in e drop the final e before adding ing. -Words ending in y changing the y to i before adding es and er. -Words become new words by adding endings to other words.

   b. Use of ed - Ask children to recall past activities as they tell what happened this morning, for example: they will probably use the past tense of the verb ed. Print this word on the board and show how ed changes the meaning of the root word.

   c. Use of 's (possession) - Write the sentence "Here is Ann's toy." Read it aloud. Ask pupils to whom the toy belongs. Then ask someone to point to the word that tells whose toy it is. Continue similarly with "Here is Bob's dog." Explain that when we want to show that something belongs to someone, we write the name and an 's. Tell children that the mark is called an apostrophe.

   d. Use the pocket chart to help children learn to put endings on root words. Have root words and endings on separate flashcards. Children combine a root word and an ending to make a word. When doubling a consonant use single letter cards.

   | want | ed | | hurr | i | ed | | run | n | ing | | bird | s |
   |---|---|---|---|---|---|---|---|---|---|---|---|---|

   e. Pronounce the inflected form and ask students to write the root word.

   f. Have a child give a root word and use it in a sentence. Someone adds a derivational ending to that word and uses it in a sentence. Continue this activity until no more derivations can be thought of. To help the children, a list of root words could be placed in a column; a list of derivational endings placed in another. The dictionary could be used as further aid. The activity can be carried further to use suffixes and prefixes previously learned. They could be placed in another column.

2. Compound Words:

   a. Quiz-Bee (Compounds): A group of eight or ten pupils is divided into two teams. Two lists of words are written on the board, from which compound words may be developed, as:

| | |
|---|---|
| 1. sun | a. man |
| 2. race | b. tan |
| 3. snow | c. track |
| 4. bird | d. house |
| 5. some | e. ball |
| 6. base | f. fish |
| 7. my | g. where |
| 8. gold | h. self |

Players from the two teams take turns selecting a word from each list to form a compound word. For example, a player may indicate his choic as "Number 5-g." He pronounces his word somewhere. If the word is correct, he scores a point for his team. Children will enjoy making lists of words which are appropriate for this game.

b. Write on the board such sentences as: A house for a doll is called a ________. Ask the children to read the sentence silently and tell what one word goes in the blank. Write dollhouse in the blank. Continue this procedure, using sailboat, boathouse, and mailbox. Write rain and coat on board. Have them pronounced. Tell them that when the words are put together they make a long word, raincoat. Explain this kind of word is called compound. To introduce the concept that a compound is composed of two words that join to make a new word, comment that raincoat is a coat a person wears to protect him from the rain. Then write sentences on board, containing compounds made of two known words. Have the children work them out.

c. Cut out strips of oak tag (1" X1½" X 2"). Write a compound word and then cut it apart between the two words that make up the compound word. Example: daylight, sometime, everywhere. Put about twelve of these in an envelope. Have the children put the two parts of the compound word together, making as many words as they can and then writing these words on a slip of paper.

3. Suffixes:

a. The suffixes y and ly. Write rust on the board and have it pronounced. Add y to make rust, and have it pronoun-ed. To bring out meaning of derivation rusty, ask several pupils to use it in a sentence. Continue with following: bump, dust, rain, trick, etc. Write the known words friend and friendly. Have the children use each in an oral sentence. Ask them to underline the root word and tell what is added to make friendly. Continue with such words as sudden, slow and quick. Comment that ly is a suffix that is added to the ends of words to make new words.

b. Changing words with suffixes-Directions: Add the proper suffix to each word that is underlined to make the sentence correct.

(1) The art____ was painting a picture.
(2) The man appreciated his kind_____.

c. Quiz Bee: (Suffixes and Prefixes) A game to practice use of prefixes and suffixes. Small cards on which are printed words that would change in meaning by the addition of a prefix or suffix are placed in a small box. The teacher (or a child) writes several prefixes or suffixes on the board in two different columns. The class or group is divided into Team A and Team B. The leader (one child, not a member of either team) asks the first child on Team A to draw a card and make a new word by adding a prefix or suffix. He places the card on the chalk rail under the appropriate column, pronounces the new word, and uses it as a sentence. The game continues in this manner until all have had a turn, or until time runs out. The team with the most correct responses wins the game. (One child might serve as recorder to keep track of the score.)

d. Suffix Rummy:

Prepare sixteen 2 X 3 inch cards in which four cards have the suffix less, four have ish, four have ful, and four have ness. Prepare sixteen other cards having one base word each. Use words such as: kind, neat, boy, fear, use, wonder. The sixteen base-word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand, he lays this pair down. If he cannot, he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins. An umpire is advisable.

e. Word Construction:

Present suffixes at the left of the chalk board or paper and words at the right. Pupils construct other words by adding suffixes to suitable stem words. For example:

ment
less
ive
ency
ic

scene
complacent
rest
advance
fruit

4. Prefixes:

a. Prefixes in pre, in, dis.

1. view 2. preview 3. ability 4. inability 5. agree 6. disagree
Make a sentence with the words. Each of the odd numbered words has a prefix. Explain what each prefix does to the meaning of the word.

b. The prefix re. Make a sentence with each of the following words. What happens to the meaning of each word lettered b? What can you say about the prefix re? a. fill b. refill a. read b. reread a. visit b. revisit.

c. The prefix un. Write the sentence, "Tim was not happy." and have it read. Then write, "Tim was unhappy." and have this sentence read. Ask whether the two sentences mean the same thing. When pupils agree that the meaning is the same, ask what means "not" in the second sentence. Next, write such known derivatives as: Unlucky, untrue, and unwise. Ask what un means in each. Have each derived form used in a sentence. Then write such known derivatives as: unlock, unwrap, and untie. Have each used in a sentence.

d. Word Wheels:

Prepare a wheel made of two 8" circles or oaktag. Each circle has a slot about 3/8" X 1" cut near the outside of the circle. Words are printed on the inside of the circle so they can be read through the window. On the outside of the circle a prefix or suffix is printed so it will make a word when turned to line up with a word underneath. The circles are put together by using a brad in the center. The children may work individually or in pairs. After each word is read correctly, the wheel is turned until a new word appears.

e. Recognizing Form and Meaning of Prefixes:

Place the prefix un at the beginning of the words and give their meaning.

____settled________________________________________

____important______________________________________

____kind___________________________________________

____interesting____________________________________

____healthy________________________________________

____able___________________________________________

Use other prefixes in a similar way.

f. Selecting a Correct Prefix:

Each of the following words are to be rewritten using a prefix which means not. Depending upon the level of the group, the prefixes may or may not be given.

proper________________

complete______________

believe_______________

mortal________________

fair__________________

approve_______________

pure _________________

direct________________

locked________________

usual_________________

agree_________________

fortunate_____________

g. See Prefix and Suffix Wheels ( See pp. 58-60.)

5. Contractions:

a. The children have learned that the apostrophe denotes possession. Now they must learn that it does not always denote possession. Write don't on the board. Have it pronounced. Write do not. Explain they mean the same. Don't is a shorter way of saying do not. The apostrophe shows a letter has been left out.

b. Recognizing contractions - The two words in column A are often combined to form a different word found in column B. The apostrophe (') in these words indicates that a letter or letters have been omitted in forming a new word.

| A | B | A | B |
|---|---|---|---|
| I am | I'm | has not | hasn't |
| I will | I'll | I have | I've |
| he will | he'll | have not | haven't |
| he is | he's | | |

b. Cont. In follow-up worksheets only column A is presented and the child writes the contraction.

do not________

was not__________

they have__________

you will_________

it is___________

does not_________

c. Cut strips of oak tag about 1" X 3". On one piece write a contraction such as "can't." On another write the words "can not." Put about six sets of words in an envelope. The child will match the contraction with the two words from which it is derived. Example:

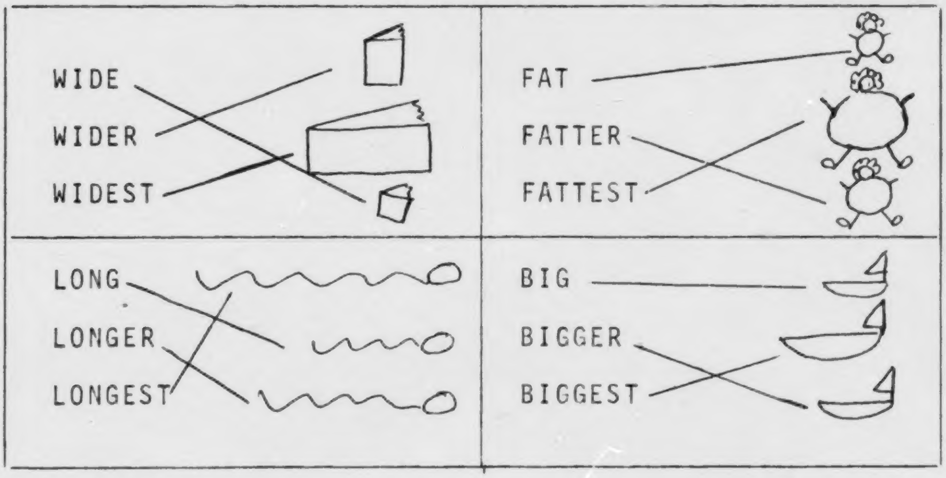
CAN'T

CAN NOT

d. Have the pupils copy from their reading giving sentences containing contractions. Then have them rewrite the sentences using the complete words from which the contractions were derived.

6. Comparative Endings:

Children will need writing paper, pencils, and crayons. Divide the board into squares. In each square, write three comparative adjectives and illustrate each.



6. Cont. Introduction to class: We have been studying the endings "er" and "est." Today I would like to see how well you remember what these endings mean. First you will need to fold your paper in half both ways. Next write the three words in each square, just as I have done on the board. Then you are ready to make the illustrations. Remember we are comparing things so be very careful to make one picture small, one medium, and one large, just as they are shown on the board. Next, draw a line from each word to the picture it describes.

   Refer to section K-3 pages 108-114, 120-123, 201-211, 215-218, 260-267, 269-270; section 4-6 pages 4-15, 59-66, 81-87; and section 7-12 pages 9, 11-14, 18-21, 26, 27, 52-55, 58-60 of Instructional Objectives Exchange Materials for further activities.

K. Resorts to a "Spelling" Attack on Words: Silently or Audibly (See Vol. 1.)

L. Appears to Have No Organized Method of Word Attack:

1. Make a list of new words. (Some should be attacked by phonetic approach, some by structural analysis.) Discuss with the class the method used to determine the word.

| Structural | Phonetic |
|---|---|
| walking | stick |
| laughed | many |
| faster | cap |
| snowball | catch |

   Say: "What do you notice about these words?" (likenesses and differences) "How will you start to unlock each?"

   Note: Structural parts should be noted first. Phonetic analysis should follow.

2. Write sentences on chalkboard containing one unfamiliar word. By structural or phonetic analysis have them read the complete sentence.

3. Teacher pretends she is purchasing things in a dime store (or any store). She writes unfamiliar words which are names of objects she could buy. Have children pronounce the word and discuss how the word was unlocked.

4. Provide opportunities for children to inspect words carefully as an aid to word recognition. Help the children locate the main part of the word.

| | |
|---|---|
| played | comes |
| runs | jumping |
| boys | flying |

5. Primary Children May Benefit from Work on Configuration:

   a. Ask child to select a set of letters which is different.

      Use letters with grossly different configuration.
      Which is different? lon-grbo-lon-lon

      Use letters with similar configuration.
      Which is different? bab-dab-bab-bab

b. Ask child to select sets of letters which are alike.

Use letters with grossly different configuration.
Which are alike? norb-bonb-norb-grub

c. Use letters with similar configuration. Which are alike?

1. noodl-nocdl-nodcl-noodl
2. news-nesw-nwes-news
3. HA-HK-KA-HK

d. Call attention to the length and shape of words.

6. Note Special Characteristics of Words:

a. Differences in configuration or form of words--

chair penny

b. Differences in length of words--soon, something

c. Differences in appearance of words beginning with capital and small letter--Baby, baby

d. Words with double letters--moon, ball

e. Words that are compound words--grandmother, cowboy

CAUTION: Do not permit children to find little words in big words which they cannot hear.

it in kite
at in father

f. Have children locate and frame words that are identical to the first one in the row. boy--day, boy, buy
fun--for, fun, fun

7. Using Vowels:

a. Vowel Pictures:

One device for keeping the learning from becoming boring is to divide a bulletin board into five sections--one section for each vowel. In studying the sounds of the particular vowels, each child finds pictures of objects whose names contain those sounds. He then staples the pictures in the correct section of the board. Have each child identify his particular picture and the class decide if he is correct.

b. Locate words containing a certain vowel sound on a given page in the reader.

c. Make several pockets from large brown envelopes. Label each pocket with a vowel, key picture, or word. Distribute word cards and have the children pronounce their word, say the name of the vowel sound, and place it in the correct pocket.

d. Provide varied listening activities to help children identify and discriminate between vowel sounds.

(1) Say three words. Have the children listen to and identify the two that have the same vowel sound.

car, hard, call
paw, barn, fall
use, mule, us

(2) Say words such as meat, feed, and mail. Have the children name the vowel sound they hear.

e. Sound It:

Use cards illustrating various vowel or consonant sounds such as the SRA phonic cards. Deal out five cards to each player. The first player calls one card. All players must give him any cards containing that particular sound. The first player places these matching cards on the table before him. He may then draw a card from the stack and the second player then calls a card. If no one has a matching card it is the next person's turn to call a card. The players count their number of cards at the end of the game to determine the winner.

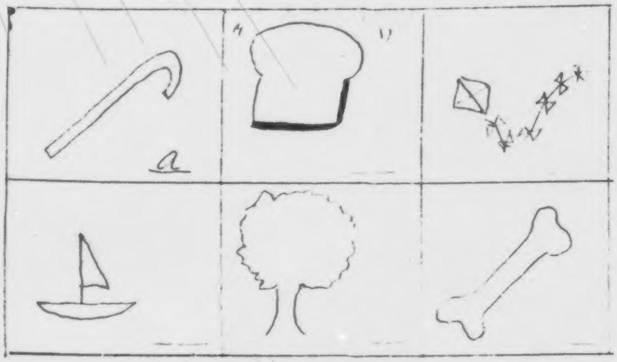
f. Like Vowel Sounds:

Have the pupils identify the underlined word at the left of each box on their papers and note in each which has the long vowel sound. Ask them to read to themselves the words in each box and draw a line under every word that has the long vowel sound they hear in the underlined word in that box. Duplicate the following and distribute to the pupils.

| | | | | | |
|---|---|---|---|---|---|
| BE | he | bed | end | even | she |
| | help | we | zebra | the | wet |
| KIND | like | pig | five | size | tip |
| | live | high | light | this | kite |
| TAKE | and | made | cake | play | hat |
| | ate | band | face | gate | pan |
| OVER | told | rode | pop | post | lock |
| | got | oven | bone | cone | cold |

g. Recognizing Long Vowel Sounds:

In each square illustrate an object containing a long vowel sound. Draw a short blank line in the lower right hand corner of each square. Explain what the names of the pictures are. Note, the second picture is a slice of bread.



Others:

coat
gate
pail
cake
feet
nine
rope
cone

nail
comb
knife
pipe
key
leaf
eight
three

five
table
skate
meat
hose
fly
cry

Say: Today I would like to see how well you can hear long-vowel sounds. It is a cane. Which long-vowel sound do you hear in the word cane, Jane? Yes, long a. So you will write a on the blank line at the bottom of that square. Then go on and do the other squares in the same way.

h. This may be used as a bulletin board or as individual exercises.

VOWEL TEAMS
READ ABOUT THE SOUNDS BELOW AND WORK THE PUZZLE

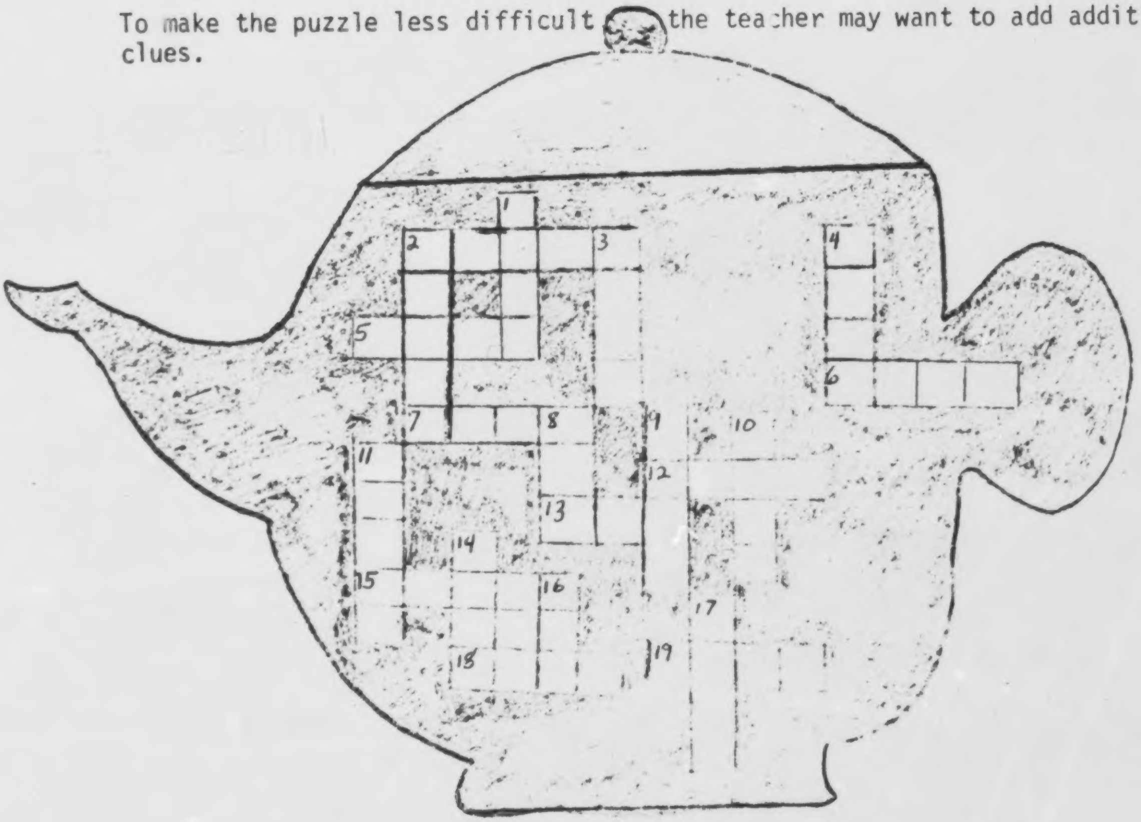
HORIZONTAL

2. the long e sound and it is an animal
5. This rhymes with "leap"
6. It begins like "sun" and has the same vowel sound as boy.
7. The long e sound is a word that means food.
12. It means to see.
13. I love _ ______.
15. It begins with a consonant team and has the long oo sound.
18. It begins with a consonant team and rhymes with "town."
19. The long o sound that the wind does.

VERTICAL

1. The long e sound in a word that means to jump.
2. We see it when we boil water.
3. A bucket.
4. Horses eat it.
8. It rhymes with boy.
9. A color that rhymes with "Sue."
10. It lights the sky at night.
11. An animal whose name has the long oo sound.
14. The short oo sound. You do it in the kitchen.
16. This is a number with long oo sound.
17. It begins with a consonant team, and has the long a sound which you do during recess.

To make the puzzle less difficult, the teacher may want to add additional clues.



i. Marking Vowels:

Children will need writing paper and pencils. Make a list of words on the board. Some of the following words contain short-vowel sounds, some long-vowel sounds, and some silent vowels. Example:

hat
fish
hole
boat
cap
bed
children
invite
rain
time
which
music
get
cut
read
leave
vise
he

Say the first word, hat, to yourself. The vowel in the word is a. Is the a short or long, Jerry? Yes, short, so put the mark for a short vowel above the a like this. (Teacher demonstrates.) Will you tell me how the vowels sound in the second word, boat, Karen? Yes, the o is long (teacher marks the o long) and the a is silent (teacher marks out the silent a). You may mark the vowels in the other words in the same way. Show whether each vowel is short, long, or silent.

j. Riddles:

This week we have been studying the sounds "ai" and "ay" (or whatever sounds are currently being studied). I have some riddles to ask you. The answers to my riddles have either the "ai" or "ay" sound in them. Can you guess my riddles?

j. Cont.

(1) It falls from a cloud. (rain)
(2) You can carry water in this. (pail)
(3) You do this in church. (pray)
(4) You put prisoners in this. (jail)
(5) It means you are happy. (gay)
(6) Boats do this. (sail)
(7) A dog wags this when he is happy. (tail)
(8) Cows eat this. (hay)

k. Influence of Final E:

The final e makes the preceding vowel "say its own name." Illustrate with pictures. Example: cap-cape, can-cane, tap-tape. Use nouns first; follow with other parts of speech. rid-ride, us-use, hid-hide, bit-bite.

l. Variability of Vowel Sounds:

Write on the board: it nice third

As each word is pronounced, ask which i sound is heard. Then say stick--which i sound do you hear? Point to the word that has the same i sound. Write stick under it. Continue with string, right, first, high.

m. Discrimination of Long and Short O:

Say the names of the pictures at the top of the page. The ones to the left have a long o sound. The ones to the right have a short o sound. Read the words in the middle of the page. Write the words with a long sound on the lines to the left and the words with a short o sound on the lines to the right.

(At the top of the page are pictures of a bone and a nose on the left side. At the right are pictures of a box and an octopus.) The following are words to be separated.

alone
so
got
grow
clock
hot

Joe
no
Joe
stop
no
stop

broke
both
doll
drop
both
drop

closed
oak
closed
pocket
Bob
pocket

old
whole
hat
lost
got
lost

grow
Bob
old
so
doll
clock

n. Have children circle words having same sounds as underlined words.
Ex: Heavy fog had grounded all planes. (fought, [✓ count], [✓ now], snow)
The loyal soldier stayed at his post. (fowl, [✓ coil], [✓ boy], house)

o. Use words in which the silent letter changes the meaning of the word. Ask students to write a sentence or draw a picture of each. Ex: bath, bathe - rip, ripe - rode, road.

p. Make up questions which can be answered by one of two words.

Ex: Which one uses dots and dashes? (code - cod)
Which one is used for roasting meat? (spite - spit)
Which is a ship's officer? (mat - mate)

8. Digraphs:

**BEST COPY AVAILABLE**

a. This is [illegible] the digraphs. Bring to school a boat or have children make one out of cardboard with cloth sails. Fill a fruit basket with small objects or pictures, including many with different digraphs so the children have practice with different ones. On the boat put a sign: Only sh sounds may ride in this boat. The children sort through objects and pictures and put in the boat those things that may ride.

ONLY SH SOUNDS [illegible]
IN THIS BOAT

b. Phonic Generalization: Two consonants when combined produce one sound different from either of their original sounds--sh, th (this, thing), ch, wh, ph, [illegible]

Exercise: [illegible] consonants.

(1) [illegible] __________.

(2) [illegible] __________.

(3) [illegible] __________.

(4) [illegible] __________.

(5) [illegible] __________.

(6) [illegible] __________.

Variation: [illegible] squares according to the beg[illegible]

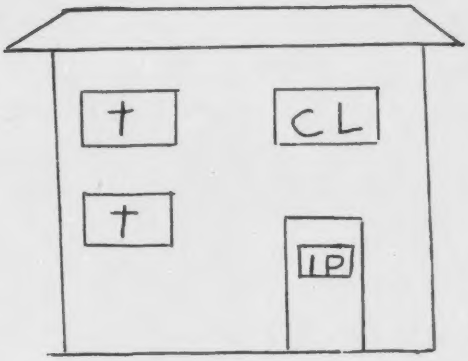
9. The Blend House:

This device is to be used in substituting consonant blends for single consonants to form new words.

On a large circle fastened behind the windows of the house, have the blend to be taught printed so it will appear in the upper window. The beginning consonants will be written to appear in the window at the lower left. In the large window of the door, the phonogram or word ending will be printed.

As the wheel is turned from the back, different known words appear in the windows. The consonant blend is substituted each time to make a new word.

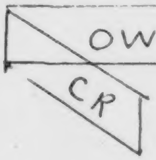
| Beginning Consonant | Phonogram or Word Endings | New Words Formed |
|---|---|---|
| t | ip | clip |
| s | ing | cling |
| b | ang | clang |
| r | ung | clung |
| d | own | clown |
| r | ose | close |
| r | ock | clock |
| m | ash | clash |
| b | ean | clean |
| h | ear | clear |
| t | ap | clap |

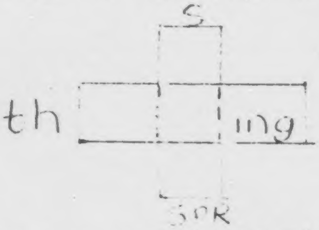


Refer to section K-3 pages 180-200, 93-100, 103-107, 248-259; section 4-6 pages 52-57, 69; and section 7-12 pages 23, 51 in Instructional Objectives Exchange Materials for further activities.

### M. Displays Inadequate Skill in Pronouncing Various Blends:

1. Make flip-type cards or booklets for teaching initial blends.





2. Play Add a Word. The teacher says a word beginning with a consonant blend. The children are to add a word beginning with the same sound.

   Pictures placed along the chalkboard may help the children to think of words to add.

   tree
   truck
   train
   tramp

   blouse
   blue
   blanket
   black

3. Give training in listening for blends and digraphs which occur at beginning, middle, or end of words by giving a word to each child. Then as he pronounces it he goes to a particular "station" designated for words which have the particular sound in the beginning or the "station" which has the sound in the middle, etc.

4. Put the following words on individual cards: "play, brain, drop, etc." Place the cards in a box and have students draw them out one at a time. The child is then given another word beginning with the same blend as the word he drew. "play" ____________ plate

5. Practice initial consonant blends by writing these sentences on the chalkboard. Have the students observe them and write in the blank the word that begins with the same blend as the word underlined.

   a. The branch soon _______. (bring fell broke)
   b. The block was painted _________. (brown blue green)
   c. There was plenty to do at the _______. (house playground pool)
   d. The brown string was _____. (street strong splashed)

6. Practice final consonant blends by having the students underline the right word. It must end with the same blend as the key word.
   (shark) The sky is ______. (blue dark park)
   (pound) I hear a shrill ______. (sound ground scream)
   (last) The balloon______when it hit the nail. (contrast burst broke)

7. Purpose: Help children increase their awareness and audial perception of blends, beginning sound etc.

   Procedure:

   a. Set up a circle of chairs with the backs of the chairs to the center. (Have one less chair than the number of children.)

b. Teacher asks children to listen for "ch" (for example) endings as a short story is read.

c. Children march around chairs without stalling or touching chairs. When a "ch" ending is heard, children scramble for the chairs.

d. Child failing to get a chair removes one more chair from the circle.

e. Repeat above procedure (continuing the story) but vary by having them listen for "ch" in the medial or beginning position. At each chair removal, children may be asked to listen for any letter or blend desired.

f. When down to the last student, have children sit down and listen to finish of story. Children should not be expected to comprehend story as they play the game. Teacher could recap the portion of the story read while game was in progress.

Refer to section K-3 pages 85-92, 169-179, 246-247; section 4-6 pages 2, 49-51; and section 7-12 pages 50 of Instructional Objectives Exchange Materials for further activities.

N. Places Undue Stress on Word Parts: Over Analytical:

1. Develop a series of phrases and words that belong together. Have pupils match the words and phrases. Whisper--to speak very softly and low.

2. Read aloud sentences using varied phrasing. Have children discuss which phrasing makes it easier to grasp the meaning. Contrast this with word reading.

3. Use context to select appropriate meaning of words and phrases:

   The coach was drawn by horses.
   The picture was drawn by the boy.

4. Formulate written questions in such a way as to require an answer in phrase form.

   Where would you go to buy some frozen strawberries?
   ___to the school        ___to the street
   ___to the store        ___to the farm

5. Increasing Vocabulary:

   A variation of Bingo can be played to help develop the children's vocabulary and word meaning. Make cards of oak tag and divide them into 25 squares. In each square print or type a word with which the children are familiar but which also needs further work. Print or type the same words on small squares which are to be drawn from an envelope. Give each child a card. Markers can be used as desired or the child can be given the

5. Cont.

square drawn if it matches the word on his card. The game can be played in several ways according to the purpose in mind. Two suggestions follow: The teacher or child draws a word from the envelope and gives the definition. The child who has the corresponding word on his card calls out the word and marks it.

The teacher or child draws a word and calls it out. The child with the same word gives the definition before marking it.

6. Use simple sketching techniques to impress upon the children that sentences may contain more than one idea.

   a. The sun was shining.
   b. The sun shone while the rain fell.

   Have them divide paper in half and sketch each scene.

7. Scramble the Eggs:

   Give each child a 9" X 12" sheet of construction paper. He folds it in quarters and draws and cuts out four identical eggs. A zigzag line cuts them in half so that all four eggs are identically divided. Children put a sentence on each egg--half on one piece, the other half on the other. Then they mix up the pieces and change with their neighbors. To complete the puzzle correctly, each egg's sentence must make sense.

## O. Syllabication:

1. The first step is to get the child to hear the number of distinct sounds in a word. Say words and help children to distinguish between separate parts. To divide words into syllables, the child must be acquainted with vowel sounds.

   a. Show a row of pictures:

   ship 1        block 1        cup 1        stamp 1

   "Say the name of each of these pictures." "How many vowel sounds do you hear in each name?" What is the number beside each picture? It means there is one syllable. The number of syllables is the same as the number of vowel sounds.

   Show another row of pictures:

   pillow 2        buggy 2        baby 2        pumpkin 2

   "How many vowel sounds do you hear in each of these names? What is the number beside each picture? The 2 means there are two vowel sounds and 2 syllables." "In the first row you can hear one vowel sounds and 2 syllables." "In the first row you can hear one vowel in each name. In the second row you can hear 2 vowels in each name." Have a group of pictures mixed and have the children pick out which is one syllable and which is two syllables.

b. Write on board:

completely
happily
fully
boxes
airplanes
clothes

Point to completely. Say the word. Ask how many vowels are in completely? Ask how many vowels do you hear? Ask what are the vowels. How many syllables does completely have? Note that the letters ly are the last syllable. When the letters ly are used as an ending they are always a syllable by themselves. Treat the other ly endings the same. With the words ending in es follow the same process as was followed using ly.

c. Write on the board: cap, me, go, not, bus, cut, it, met. Have the pupils pronounce and tell what vowel letter they see and what vowel should they hear. Through discussion develop the idea that there is at least one vowel letter and one vowel sound in every word in our language. Present the words I, oh, as being everyday words with only vowel sounds. There are no words with only consonant sounds.

d. Write on the board: same, sail, seat, time, please, nose, use, feet. Ask how many vowel letters the children see and how many sounds they hear.

e. Write baby. "As I pronounce this word I will tap the number of vowel sounds. (do this) Everyone say the word. Tap the number of vowel sounds. What vowel sound do you hear in the first part of the word? What vowel sound do you hear in the second part of the word? Repeat with sandwich, funny, fancy, yellow, tiny, and hungry. Have the students join in pronouncing and patting out each word. "A word or part of a word in which we hear one vowel sound is called a syllable." Review the first list. Develop the idea of one syllable. Review the second list. Have the class pronounce and decide whether there are one or two syllables. Review the third list in the same way. "If we hear two vowel sounds the word has two syllables."

f. The children fill in the number of vowels seen and heard and the number of syllables in each word in a given list.

| WORD | VOWELS SEEN | VOWELS HEARD | SYLLABLES |
|---|---|---|---|
| (1) listening | 3 | 3 | 3 |
| (2) disappear | ___ | ___ | ___ |
| Etc. | | | |

2. Additional Activities for Reinforcement:

a. Say these words and have the students think how many parts they hear:

about
cat
turtle
surprise
together
sing
wonderful
someone
thermometer

b. Say the words again and have the students tap the rhythm of the word to indicate the accented syllable.

c. Write parts of two-syllable words on the chalkboard and have pupils place the accent mark after different syllables and pronounce them according to the accent mark as:

| | | |
|---|---|---|
| express | number | magnet |
| ex\|press´ | num´\|ber | mag´\|net |

d. Compose riddles and have students find a word which fits the discription. "I am divided between double consonants. I have a root and an ending." (setting, hopped, etc.)

(This helps them see the effect the accent mark has on a syllable.)

e. Use the riddle technique in auditory identification of syllables. The teachers and students may make up riddles as:

There are two syllables in my name. I am an animal. I have a hard shell. I live in water and on land. What am I? Children supply the answers.

f. Make a set of words of more than one syllable. Use tag board or other stiff paper and cut words apart into syllables. Keep a matching set of words not cut into syllables. Have children arrange the whole word and the divided word side by side. After the children arrange several words in each column, have them develop rules for dividing words into syllables.

g. Clapping syllables is a good way to help children begin to hear the parts of words. The next step could be for each child to respond by holding up 1, 2, 3, or 4 fingers to indicate the number of syllables they hear. Each child may then be given a set of cards with these numbers. He holds up the correct card to show the number of syllables.

h. Syl-la-ble: A set of index cards have words typed on one side, the same word typed in syllables on the other. The cards are placed in the center of the table with the unsyllabified word face up. The first player starts by taking a card from the top of the pile and telling where he thinks the words should be broken into syllables. He then turns the card over. If he is correct, he keeps the card. If not, he returns it to the bottom of the pile. Each student gets only one card per turn, and the player with the most cards when the deck is gone is the winner.

i. Jumbled Syllables: In helping a child to pronounce a long word, practice with dissected words may be of help. Words are typed with syllables widely separated and then cut up with each syllable on a separate piece of paper. The syllables of each word are clipped together and the little bundles kept in an envelope. A bundle is handed to the child, who removes the clip and places the syllables on the table before him. He then moves them about until he finds an order in which they make a word he can pronounce.

j. Syllables: Use a piece of colored construction paper (9 X 12"). Make a 2" pocket by turning up the length of the sheet. This is then divided into three equal pockets by stapling. Using a set of one, two, and three syllable word cards, the child takes the word cards and puts them in the correctly labeled pocket according to the number of syllables each word contains.

k. Clap In--Clap Out: A list of one, two, three syllable words should be prepared by the teacher. One child is designated as referee to start the game. He stands behind the child in the first chair. The teacher pronounces a word from the word list. The first child claps the number of syllables he hears. If correct, the referee moves on to the next child. If incorrect, the referee standing behind his chair may clap. If the referee is also wrong, a new one is chosen. Be sure this game is introduced only after the children become skilled in hearing syllables.

l. Word Flight: Fifty-two cards on each of which is a two, three, or four syllable words are used. The playing board is a map of the U.S. A flight route should be drawn between major cities. The cards are placed in the middle of the table. The player drawing the least number of syllables is the first to play. If he has a one syllable word he may travel to the first city on the route. If he has a two syllable word he may travel to the second city, etc. Each player in turn draws a card, says the word, and moves his airplane. If he can't say the word he can't move. The player who reaches the home-field first wins the game.
(For 2-4 children.)

m. Review the basic rules of syllabication. Using dictionaries, call attention to the first listing which gives spelling and syllabication, and the second which gives pronunciation and accent.
Ex: in stru ment (in' strə mənt)

n. Have pupils look up unfamiliar words while preparing material for reading, and copy the diacritical markings for later reference.

o. Have word sheet to match words with phonetic dictionary spelling.
Ex:
conceited ——— sī´ prəs
cypress ——— kon sēt´ed

p. Teacher to pronounce a list of words having double consonants. Children to divide the words they hear and state what happens when consonants come between vowels (ex: summer).

This kind of word is usually divided between the double consonants.
Ex: rubbish
When single consonant is between two vowels, the consonant usually goes with the last syllable. Ex: fa-tal
It should be noted that when the last syllable is a vowel or ends in a vowel, it usually has a long sound. Ex: today

q. Use the dictionary to study syllabication, pronunciation, and accent. Tape some parts, listening for the number of syllables, pronunciations, and accents. Listen to word endings. Pronounce words with the endings cle, ble, dle, kle, ple, tle, or zle for students to spell. These endings will generally stand as the final syllable.

Refer to section K-3 pages 115-119, 212, 213, 268; section 4-6 pages 67, 88; and section 7-12 pages 15, 28, 61, 64 of Instructional Objectives Exchange Materials for further activities.

# PREFIX AND SUFFIX WHEELS

| | |
|---|---|
| re | call, ceive, cord, duce, mark, move, peat, port, serve, turn, form, mind, place, solve, store, tire, treat, volt, ward, cite, fresh, gain |
| re | vive, bound, claim, coil, count, cross, enter, fill, fine, fund, peat, join, load, name, open, paid, plant, print, read, sound tail, take, trace |
| in | close, clude, come, crease, deed, dent, door, form, hale, laid, most, sane, side, sight, spect, step, sue tend |
| in | vade, vent, vite, ward, vest, terrupt, struct, stant, spire, sist, land, jure, dustry, cline, stinct, take, volve |
| con | cern, ceal, cert, clude, crete, duct, fess, fuse, gress, nect, sent, sist, stant, struct, sult, sume, tact, tain |
| con | tempt, tent, test, tinue, tract, trol, vict, vince, trary, quer flict, firm, fine, dense, demn, fer, ceit |
| de | bate, cay, ceive, cide, clare, cline, crease, duct, face, feat, fend, fine, form, gree, lay, light, liver, mand |
| de | part, pend, port, press, scend, scribe, serve, sign, sire, tach, tail tain, vote, vour, rive, prive, grade, form |
| dis | able, agree, arm, band, card, charge, close, color, count, cover, cuss, ease, grace, gust, like, may, miss, mount, own |
| dis | patch, place, play, please, prove, pute, tinct, tress, trust, turb, aster, claim, content, cord, honest, honor, loyal, order |
| com | press, pute, rade, ic, ma, mence, mend, mission, mon, munism, panion, plexion, pliment, pound, promise |
| un | able, aided, armed, born, bound, broken, burned, clean, clouded, common, cooked, cover, cut, did, dress, due, easy, even, fair, fasten, fit, fold, happy |
| un | harmed, hurt, just, lace, like, load, loosen, lucky, pack, paid, real, rest, ripe, roll, safe, seen, sound, tamed, told, tried, true, wise |
| ex | act, ample, cept, cite, claim, clude, cuse, ercise, hale, haust, ile, ist, it, pand, pect, pel, pense, pert |
| ex | ecute, change cess, cellent, ceed, amine, treme, tract, tra, tinct, tend, press, pose, port, plore, plode, plain, pire |
| en | able, act, camp, case, chant, close, crust, dear, dorse, dure, fold, force, gage, grave, gulf, joy, large, lighten |

| | |
|---|---|
| en | rage, rich, roll, slave, snare, tangle, tertain, tire, trance trap, trust, vious, velope, try, treat, quire, liven, list |
| pre | cede, cinct, dict, fer, fix, paid, pare, scribe, sent, serve, tend vail, vent, view, war, caution, historic, lude, side, sume, tense, vious |
| pro | ceed, cess, claim, cure, duce, fess, fane, file, found, gram, long mote, noun, nounce, peller, portion, pose, tect, tein, test, vide, vision, voke |
| s | ask, call, help, jump, look, pick, play, pull, start, thank, walk, work, add, bury, color, cover. mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem |
| ed | ask, call, help, jump, look, pick, play, pull, start, thank, walk, want, work, add, burn, color, cover, mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem |
| ing | ask, call, help, jump, look, pick, play, pull, start. thank, walk, want, work, add, burn, color, cover, mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem |
| er | fast, soon, black, clean, cold, full, kind light, long, new, old, small, warm, dark, dear, deep, fair, few, fresh, great, hard, near, plain, poor, rich, soft, strong |
| ly | bad, clear, close, cross, dear, deep, fair, free, fresh, glad, hard, high, just, late, love, most, near, open, part, plain, poor, rich, soft, sweet, warm, week, year |
| ness | good, sick, weak. full, glad, sad, thick, ill, like, mad, still, sweet black. plain, damp, hard, rich, dark, bright, great, new, short, high |
| tion | ac, atten, mo, sec, elec, ra, recep, adop, affec, attrac, auc, carna, cau, collec, commo, connec, construc, conven, correc, frac, excep, descrip, destruc, dicta, diges, direc, dona, educ, protec, vac |
| ance | abund, allow, annoy, appear, assist, bal, dist, endur, entr, fin, fragr, ignor, import, inst, insur, nuis, ordin, perform, resist, alli, clear, mainten |
| ful | arm, aw, bash. care, wonder, cheer, color, cup, delight, faith, fear, fright, grace, grate, truth, hand, harm, hate, help, joy, mouth, pain, peace, play, power, rest, right, skill, spoon, law |
| ment | agree, amaze, amend, amuse, apart, appoint. argu, assign, assort, better, compart, content, depart, deport, employ, engage, enjoy, enlarge, enroll, excite, govern. treat, state. ship, settle, invest, |

| | |
|---|---|
| ous | danger, enorm, fam, gener, jeal, joy, marvel, monstr, mountain, murder, nerv, numer, peril, poison, monoton, prosper, continu, courte, glori, mysteri, previ, bitumin, courage, curi, wondr |
| ant | abund, account, applic, conson, const, defend, descend, dist, emigr, expect, gall, ignor, immigr, import, inhabit, inst, merch, penn, pleas, serv, remn |
| ent | accid, comm, cont, conten , conv, curr, depend, deac, differ, discont, evid, excell, ext, resid, promin, incid, viol, innoc, intellig, magnific, repres, oppon, perman, presid, pres |
| able | ador, agree, avail, cap, change, comfort, consider, depend, desir, dur, suit, enjoy, fashion, favor, honor, remark, li, lik, lov, miser, mov, par, port, prefer, prob, profit |
| al | brut, capit, cardin, carniv, centr, coast, vertic, continu, termin, comic, dent, electric, feder, form, gener, liber, miner, music, nation, natur, ped, politic, post, refus, remov, renew |
| ive | act, attract, capt, defens, distruct, effect, elect, expens, explos, fugit, impress,mass, locomot, mot, narrat, nat, negat, posit, primit, protect, relat, adject, decorat, execut |

# PART III: ORAL READING

## A. Exhibits an Inability to Read in Thought Units

1. Material should be at an independent level that presents no problem with word recognition. If the child needs to build his sight vocabulary and, or, word recognition skills see appropriate sections earlier in the "Handbook".

2. Phrasing Activities:

   a. Musical Chairs
   A phrase card is placed on each chair. A child stands in front of each chair. Children walk around chairs as music is played. When the music stops, each child stops where he is, picks up the phrase card from his chair and in turn reads it to the group. Any player who "stumbles " on his phrase may ask a friend to help him. He is not out of the game. The cards are returned to the chairs and the music continues. Because this game is for phrasing skills be sure that the selected phrases are within the Independent Reading Level of each player.

   Adaptations: Word cards might be used. If no music is available another signal could be arranged.

   b. Choral Reading
   The children read along as a group on a story exercise. Each tries to harmonize with the group and thereby his attention is directed to his errors which cause discord. He will tend then to imitate, thereby eliminationg errors and becoming more accurate, fluent, and expressive.

   c. Movies
   A large piece of cardboard is used. In the center of the board a rectangle about 10 inches by 6 inches is drawn. The upper and lower sides of the rectangle are formed by two slits about one half inch wide. The film is a long roll of paper wide enough to fill the screen space. On this roll are printed short phrases which tell a continuous story. The phrases are so spaced on the roll that only one phrase will show on the screen at a time. The film is pulled slowly through the slits, and the children read the story phrase by phrase.

   d. Write phrases on flash strips and have the children practice reading in phrases. Be sure the phrases are at a reading level that does not present recognition problems.

## B. Emotionally Tense while Reading

1. Be sure the material is at the child's independent reading level. It is important to build self-confidence.

2. Shadow Plays
Have a shadow play for those pupils who find it difficult to read or speak before an audience. Pupils may select a story, choose a reader and actors for each part. Place a sheet or curtain across the front of the stage or room and place an electric light back of the sheet or curtain. As the narrator reads the story; the actors pantomime behind the sheet.

3. For children who are unable to feel at ease in front of a group, arrange a situation to resemble a radio announcer being heard from behind a screen. Reading the filmstrip captions in a darkened room could produce the same effect.

## C. Displays Poor Grouping of Words

1. Use activities that lead child to utilize context clues. (See section Inability to Use Context.) Using context often brings meaning to reading.

2. Preread a selection so intended meaning can be given to certain phrases without hesitation and, or, ambiguous interpretations.

3. Have a child read orally the answer to a question. (Be sure he has time to silently read and find the answer.)

## D. Reads Material in a Word-by-Word Fashion

1. Determine if the child is reading word by word because of a word recognition problem or if it is caused by habit. (See Ekwall, p.6)

2. If the child has developed poor oral reading habits, the following may be helpful:

   a. Use the Language Experience Materials.
   b. Read in conjunction with a tape recording.
   c. Use punctuation activities in following section.

## E. Ignores Punctuation

1. Teachers may read a short excerpt to the children first by ignoring all punctuation and then rereading it to include punctuation. Have the children decide which tells the story better.

2. Write sentences on the board that contain statements, questions, or strong feeling. Have children read orally with appropriate interpretation.

3. Give children some sentences without punctuation to read silently. They decide what marks are necessary and read each sentence orally interpreting the meaning.

4. Have sentences read orally leaving out commas. Discuss why sentences are improved by the use of commas.

5. Getting Help from Punctuation
   From the basal reader used, pick out sentences having exclamation marks, colons, various uses of the comma, dashes, single and double quotation marks and ellipsis. Have these sentences read as their punctuation marks indicate and discuss their meanings and their possible meanings if punctuation were left out. This will take an entire class period or more for the slow group.

   The next day, I would suggest giving them exercises provided by a workbook or exercises lifted using sentences with various punctuation and ask for the meanings. One paragraph containing examples of the dash, colon, and commas follow:

"Janet's father has quite a collection of old-time weapons: swords-including both daggers and sabers--, spears, guns such as muskets and flintlocks, cross-bows, and even a small cannon.

-------He has five kinds of weapons.
-------He has seven kinds of weapons.
-------He has nine kinds of weapons."

Discussion and interpretation of exercises should always follow immediately.

On the following day, procedure should again be varied. The overhead projector can be used to clarify and summarize important facts learned in ways punctuation helps to make meaning clearer. As an example of an exercise which may be used on a transparancy for the overhead projector is:

"Bill Thomas Richard James and Bill Jones will play on our team."

Ask how many people went and then punctuate so one will know at once just how many will play on our team.

Another good example for the children to punctuate may be:

"It is a good thing I looked behind the door for my pocketbook was lying there," exclaimed Sally.

Have the children read and then punctuate so that reading for meaning will be easier, and one will not be puzzled when one reads the word was.

6. To promote punctuation awareness use "The Sentence Game". The teacher duplicates a series of numbered sentences for the class. Pupils are directed to study the sentences, and note the word that tells how to read the sentence. When a numbered sentence is called, encourage pupils to volunteer for reading. Ex: "Tornado warning!" he shouted. (excited)

7. Use an overhead. Prepare a transparency using a paragraph with the punctuation deliberately misplaced. This could be done on several transparancies with each one different. Have one written correctly. Have a student read each one. Students will find it difficult to get the meaning from passages wrongly punctuated.

### F. Reads in a Monotone

1. Prepare a list of sentences which require differences in pitch (age, emotion, mood, characterization). Students should practice reading them orally to get the correct pitch each sentence requires.
Ex: "Unless you let your daughter marry me, I'll set my dogs on you."
"Please, husband, let him marry the Princess."
"I'm just an old man, my son."
"Just as Miss Clark expected, the printer, who was over seventy years old, did a fine job on the program.

2. Use choral reading to heighten enjoyment of the various inflections and expressions possible with the human voice.

3. Use musical selections to set different moods. Then have children practice reading a paragraph to see if they can set the same mood as the music.

4. Provide opportunities for the students to read a selection varying volume, and stress to bring out meaning. Ex: "Three Billy Goats Gruff"

5. Show the children the difference in meaning which occurs when one varies the emphasis of words in oral reading. Using a transparency, flash some sentences on the chalkboard with certain words underlined, and have them stress these words.
   Ex: Is this your red hat?
   Is this your red hat?
   Is this your red hat?
   Is this your red hat?

   Which word would you accent? Why?

   Later, have the child read a paragraph with the words underlined that should be stressed. Finally, he can read without having words underlined.

6. Have children make their voices sound like the faces look in the illustration

7. Refer children to a story with lively and appealing conversation. Let children skim the pages and find words and phrases that are used instead of "said," to give the reader a clue as to how the character sounded when he spoke:

   he shouted
   called Bob
   he laughed
   cried Pam

   he yelled
   said Peter sadly
   he begged
   said Tom slowly

8. Use the same words of a conversation in different situations. Instruct the students to underline the one word in the conversation that should be read with appropriate emphasis to interpret meaning. Read sentences orally.
   Ex: The girls had just bought some purple plums for the picnic when Marie said, "I'd like some of those purple grapes."

   When Susan told her there were several kinds of purple grapes, Marie pointed to the kind she meant and said, "I'd like some of those purple grapes.

9. Read sections of a play. Note the word in parentheses. Think how the character sounded, looked, and acted as he spoke. Read the dialogue.
   Ex: Mother: You say the man who builds a ship that both sails and flies may marry the king's daughter? What of it? Perhaps you think to wed the Princess?
   Ivan: Why not?
   Mother: (scornful): Why not! You, the family simpleton! Listen to him!

## G. Purposes for Oral Reading

1. To Convey Information:

    (a.) Read experience charts that relate information.
    (b.) Read captions on bulletin boards.
    (c.) Read directions for a game to be played.
    (d.) Have the children read a set of directions for going from one place to another. Have another child act out the directions.
    Ex: Go west 6 steps. Turn north and walk 9 steps.
    (e.) Give children the chance to share directions orally for making an object such as a kite, a boat, etc.

2. To Communicate Ideas Found in a Text:

    (a.) Read to find an answer.
    (b.) Read parts of a story to show sequences of ideas or events. Have pupils locate and reread orally the scenes from a story suggested by sentences on the board:
    Sue changes Spot's color.
    Big Billy Goat Gruff went over the bridge.
    (c.) List several things that the main character did. Have the children locate and read these sections orally.
    (d.) Have children locate specific details to read aloud such as Mood changes in a story, particular characterizations, answers to questions.
    (e.) Direct children to read orally passages with vivid sensory imagery. Have children find and read sentences describing a setting in a play, story, or poem.
    (f.) Have children reread paragraphs which answer specific questions and read them aloud. Encourage children to use illustrations and textbooks as sources of material.
    (g.) One child may read directions aloud for working math problems.
    (h.) Discuss the story. Ask the children to find and read a sentence that describes a certain trait of the character or a certain aspect of life.
    (i.) Have the children read sentences, passages or paragraphs which describe certain settings or experiences as:
        1. The type of buildings in a certain settlement.
        2. Why the girl or boy got into trouble?
        3. What was found in the treasure box?
        4. What led the children to follow a certain trail?

    (j.) Children work in groups to perform an experiment, or make a diagram. One child reads the directions aloud while the others carry them out.

3. For Entertainment and Appreciation:

    (a.) Encourage children to read an excerpt from a library book with the object of interesting others in the book.
    (b.) Have children give frequent book chats to share their enjoyment of a particular story or book.
    (c.) Children may dramatize or do a puppet play about an enjoyable story.
    (d.) Give children many opportunities to do choral reading.

(e.) Encourage children to write original stories to read and interpret to the class.

(f.) Have children draw out a slip which contains a joke, a riddle, or a funny story from "An Amusement Box." Give their interpretation or impression to the class.

(g.) Let the children read poetry. Some selections may be used as group choral readings. Other selections require character portrayals such as "Five Little Chickens."

(h.) Have the children dramatize stories. Decide which section of the story is to be reread orally and which parts are to be acted out.

(i.) Have the children read some parts in unison where several children are taking the part of a group speaking together. The group may extend or rewrite parts of the story. Puppets may be used and the story presented as a TV story. The story may be read as a radio program or recorded on tape.

(j.) Set aside a time for children to read their favorite poems and stories to others.

(k.) Decorate and label a cardboard box for the room library. Whenever a child writes an original story or a review of a book he has read, he slips it into the box. Once a week, the teacher opens the box. She may then ask the child to read his own story or review. She may read the stories to the class having the children guess who was the author or which book was described, or she may assign a child to read someone else's story letting the class guess the author.

(l.) Have an oral discussion about children's favorite writers. Call for volunteers to present several selections. Read them as they feel the authors meant them to be read--do some research on the author--discuss if that might change the interpretation. Reread the selection orally.

(m.) Take a survey of the reading interests using the award-winning authors of the Newbery and Caldecott lists. Find these books in the library and have children who have read the same book share favorite passages, interpreting through oral expression.

(n.) Give children an opportunity to share orally some of their favorite passages from books they have read. Set aside a 40-minute choice of reading period. Follow this with a ten minute share your fun period.

4. Use Oral Reading as a Means of Interpreting the Meanings and Moods Which the Author Conveys.

(a.) Read aloud conversation between two characters in a story. Have the children guess what kind of character is being portrayed. Present a puppet play while other students read the dialogue.

(b.) Have several children who have read and enjoyed the same selection, present it to the class, showing how each character felt or acted.

(c.) Have the children dramatize a few paragraphs from a story which is read to them.

(d.) To insure the necessary audience situation make use of small groups to offset the disadvantage of only one person being able to read orally.

(e.) Have children write a short sketch containing conversation that provides opportunity for good expression. The pupils may present their sketch as a radio program. Those presenting the sketch should not be visible to the audience, depending entirely on expression to put their idea across.

(f.) Write a paragraph on the board. Leave out descriptive words. Have pupils read the paragraph aloud, with expression, supplying chosen adjectives and adverbs.

(g.) Recall various moods after reading a selection. Write sentences on the chalkboard that describe characters in particular moods. Have students read the sentences orally, and dramatize how the character felt by use of voice and facial expressions.

(h.) Have children write book reviews to read orally to the class. Some may like to come dressed in costume to portray some character in the story.

(i.) Choose a paragraph which expresses strong feeling. Have one child read it as if he were angry, another as if he were very happy, etc.

# PART IV: COMPREHENSION

## A. To Develop Meaning Vocabulary

1. Introduction of Words in a Story:

Materials: Cards with the word and a picture that describes the word on the front. Word without picture is on the back of the card.

Procedure: The students practice saying the words with the picture showing. They then reverse the card and try to say the words without looking at the picture clue.

2. Develop Word Meanings:

Materials: Set of Yes and No response cards for each child.
Set of word cards for the teacher to use with questions on the back. For Ex.:
On the front of the card the word, CUT
On the back of the card, the questions such as: Can a knife do this?
Will a spoon do this?
Will a scissors do this?

Procedure: The teacher flashes a word card and says a statement of question about the word. The children respond with the Yes or No card.

Variation: The children may have word cards at their seats. The teacher makes a statement and the children hold up the word that answers the question or statement.

3. Word Recognition and Meaning Practices:

Materials: Sets of 1, 2, 3 response cards for each child. Set of flash cards for teacher use:

| | 1 | 2 | 3 |
|---|---|---|---|
| | cry | jump | hop |
| Suggested Cards: | slide | walk | creep |
| | sleep | carry | hide |
| | laugh | dig | ride |
| | plant | paint | pant |

Procedure: The teacher flashes a card to the class. One child dramatizes one of the words and the rest of the children flash the correct response card. For example, using the three words above, one child would pretend to cry and the rest of the children would respond by flashing card 1.

4. Treasure Hunt:

The teacher places before the children a large box filled with small objects or pictures. Word cards are arranged along the chalkboard ledge. Each child closes his eyes and draws an object or picture, for which he must then find the corresponding word.

5. Finding Meanings of Words Through Charades:

Learning to recognize multiple meanings of a word is a good basis for one aspect of critical thinking. It is also helpful in learning how to choose the best meaning for a word. One fun way to do this is to list a series of words on the board. Good examples are common words with many meanings as scale, run, instrument, etc. Set the stage for pretending that we cannot say the meaning of the word, but will need to communicate by our actions. Each child silently picks a word from the board. When he is ready to act out the meaning of the word, he goes to the front of the room and portrays it silently. If the children cannot get the word the first time, a second clue may be given showing another meaning of the same word. For example, the word "scale" may be shown by climbing, playing the piano, scaling a fish, etc. When all possible meanings have been developed, the child who has identified the word through the clues, may have his turn at acting out another word. This exercise develops an awareness of various meanings and their differences. It also helps to guard against the habit of choosing the first meaning read under an entry in the dictionary.

6. Practice on Multiple-Meaning Words:

Materials: Sets of 1, 2, 3 response cards for each child. Set of flash cards for the teacher's use. One side of the teacher's flash cards would have the word with three different definitions on the front of the card, numbered 1,2,3. Questions on the back of the card are read to the children.

Front of card for the word "bank"

a. A place to put money.
b. Rising ground bordering a river.
c. To pile up or heap.

Back of card:

In this sentence, how is BANK used? We pulled the canoe up on the bank.

Procedure: The teacher shows the definition card to the children and reads the sentences on the back. The children flash the number that corresponds with the correct meaning.

7. New Words

As new words are introduced or used, encourage the child to write it on a card with an illustration drawn by him or cut from a magazine. These cards could then be placed in his individual dictionary file for future reference. Those students who are able should use the word in a sentence on the opposite side of the card.

8. Word Perception and Enrichment:

The children read an adventure story or some other exciting tale. After it is read, they underline words, phrases and events which make word pictures or are used to create excitement. Example:

"The [illegible] prince jumped from his horse. The monster stood armed and waiting. The prince drew his sharp sword and plunged into battle. His blows were swift and mighty, but the struggle was in vain. The monster's hide was so tough that the blade could not pierce it. Suddenly the monster roared in rage. From the distance, a group of fierce animals rushed forward."

9. Do This:

An activity to stimulate language structure, strengthen vocabulary and review concepts, deals simply with following directions. Several objects are placed under, on, or beside the table. The teacher gives a series of directions stressing the vocabulary presently being developed. With advanced students, more directions in sequence can be given. (i.e. Tony, crawl under the table and get the green plate, place it on the desk and take a paperclip to Ricky.

10. Increasing Vocabulary Through the Senses:

Prepare a group of word wheels about 10" or 12" in diameter from oak tag with slots large enough for a whole word. Each wheel when complete will represent a series of descriptive words. For instance, the letters of the word "soft" will be cut out of velvet and placed on the front of one wheel. Synonyms may be added to the wheel as the children think about the feeling of "soft" and ways that the word could be expressed. Other wheels could have the letters of the word "coarse" or "rough" cut out of sandpaper and used in a similar manner. "Shiny" words can be demonstrated through foil lettering and "glittery" words can be demonstrated through the use of glitter. A variation of this is to write the nouns which each of these describe, gradually building a good context sentence. These exercises provide opportunity to put more "feeling" into reading descriptive phrases, building visual imagery, vocabulary building and a basis for good creative writing.

For more advanced children, this exercise can be expanded by using words on the word wheel as a base to build a variety of synonyms located in a dictionary of synonyms. The new words found may be put on a room chart where they will be ready for use in word recognition as well as being available for use in creative writing. Antonyms may be developed in a similar way.

11. Housecleaning:

When the Smiths were painting and housecleaning, they took everything out of the rooms so that nothing could be damaged. This was a good idea.

Now will you help them to put their home in order again? Place each article in the correct room below.

mop
quilt
comb
piano stool
napkin
stove
sofa
silver chest
oven
dresser

bedspread
tea towel
napkin ring
bath robe
rolling pin
paring knife
pajamas
book case
china cabinet
hair brush

sink
mattress
flour sifter
piano
slippers
meat chopper
frying pan
dining table
coffee pot
best tablecloth

ice box
easy chair
china
baby's crib
pillow cases
floor lamp
bed
broom
coat hangers
television

(Answers may vary according to the experiences of the child.)

| KITCHEN | BEDROOM | DINING ROOM | LIVING ROOM |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

12. Who Can Do It?

Collect a set of action verbs like shop, play, walk, bark, etc. (Duplications are permissible.) Prepare several with sentences that are easily completed with one of the action verbs, such as:

Boy can ______________.
Mother can____________.

The child puts all the applicable words under the phrase card. This exercise may be varied in the following way: Distribute several cards to each child. Write a phrase on the blackboard. Each child who has applicable words may stand, read the phrase, and complete it with his words. Do this with several different phrases.

Refer to section K-3 pages 32, 45, 46, 126, 141, 142, 143, 233, 234, 235; section 4-6 pages 39, 77 and section 7-12 pages 93, 99, 100, 101, 37, 38, 70 of Instructional Objectives Exchange Materials for further activities.

B. To Grasp Details:

1. A fun activity for increasing skills in noting details consists of the following:

Place several intricate objects on a table, conceal this from the children until you are ready for the activity. Have the children file past the table to observe the objects. After all have returned to their seats, have one person describe an object and another give the name (i.e. "I saw a piece of metal which was bent in several ways, connected to something white." Paperclip on a note card.)

2. Have the child recall factual details of science or social studies by filling in multiple choice, completion or true-false responses.

3. Which phrase makes you:

   a. hear something
   b. feel something
   c. see something
   d. smell something
   e. taste something

4. Read each sentence and describe whether the underlined part tells when, what, where, or why. Draw a line under the correct response.

   The large farm belonged to father.

   when why [✓ what] where

5. Who Am I ?

   After reading stories about famous men and women, each pupil writes a short paper about a man or woman: he gives progressively easier clues to the identity of the person, but never quite reveals the name. After each clue, the other members of the class guess who the subject is. To add a modern touch, the game could be played as a radio or TV quiz show with simulated prizes to the winner.

6. Have the children find answers to questions about the story they have read. Have them find the part of the story that justifies their answers and read it orally.

7. Yes or NO

   Write yes, before each sentence below, that the story says is true. Write no, before each sentence that is not true.

8. To Develop Thinking

   Procedure: Make a work sheet with a number of sentences which tell about some event, or from a story the students are about to read. Ask them to match the sentences with how, when, where or why. The following questions could be used along with the story, "The Mysterious Stone" from the book American Adventures, page 39.

   (what) a. It was a large as a robin's egg.

   (who) b. They rushed to meet him at the door.

   (who) c. Someone else was coming into the attic.

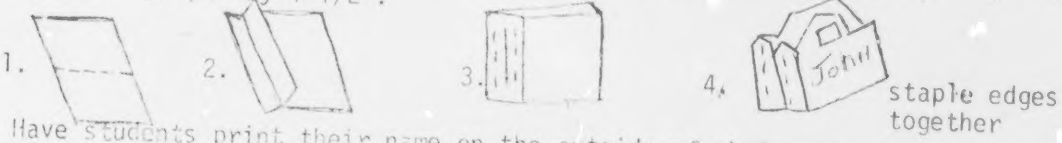
   (why) d. Her heart hammered as she heard the footsteps on the attic floor.

   (what) e. What had happened to the valuable diamond?

   (what) f. Dick received a fine present for helping to guard the jewels.

9. Newspaper Reading **BEST COPY AVAILABLE**

Well, students, we are going on a make-believe journey today to a strange city. Let's make a suitcase and we will be on our way. (Help students fashion a suitcase out of butcher paper, similar to the following: ---fourth grade students like this type of activity---: Use paper approximately 2 1/2' by 1 1/2'.



Have students print their name on the outside of their suitcase. Some children like to draw stickers representing their visits to other countries, etc.

Well, here is our strange new city. (Assign each student a certain number of children as their dependents, "John, you are married and have five children; Mary you have six children; Steven, you have seven children, etc." This makes the children a little more conscious that they have a responsibility and enter into the make-believe more readily.) What shall we do first? Where shall we go? What are the first needs of our children? (Their responses will be similar to food, shelter, somewhere to sleep. The help would be the local newspaper. The teacher has secured beforehand copies of newspapers from the local newspaper office. They need not all be alike. The children visit the newsstand and purchase their newspaper--make believe-- and spread it out on the floor.) Let's see if we can find a place to live. (Direct them to the classified section first, teach the word classified, also any new word that appears that causes concern, such as real estate, ad, etc.) Has anyone found a house that would fit the size of their family. Be sure to write down the telephone number, so we will know where to call.

Do you have all your details written down on you paper? Drop it in your suitcase so we don't loose it in this strange city. What else should we try to locate in this newspaper that would be of great help to us right now? ...A job! Right you are! Skim through your classified section and see if you can find any headings that say "Help Wanted" and we'll see if we can get in touch with the employers.. What else do we need?... Oh, a pet for our children!......Good Idea! That, too, will be listed in the classified ad section. (This can be as extensive as you like, buying furniture, cars, guitars, horses. Sixth graders may even find and make comparison with food ads, car ads, etc.)

We need to find out what is going on in our city. Let's turn to the headlines and see what is happening. (Have children find the section that tell [illegible] and report on a few happenings locally, extend that to the world happenings.)

We are acquainted a little with our city. Let's go find our homes and meet together tomorrow to discuss further items in our newspaper. Put your newspaper in your suitcase and I'll see you tomorrow!.

10. Points of View

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The children are given a selection to read which expresses two points of view on the same subject. After reading the selection they arrange the facts according to the point of view each supports. Example:

> Do you look forward to the day when you can drive a car? Of course you do. Before you start, it is important to take driving lessons, for people now think automobiles are both a blessing and a danger.
>
> The motor car is a blessing because it helps families to leave the city and go to the country to enjoy trees, birds, and lakes. But such a trip is often hard on the driver because traffic is so heavy near the city that he is worn out after what should have been a holiday.
>
> The automobile is an advantage to people in the country, too. It brings them closer to their neighbors and to the towns where there are big stores and different amusements. The disadvantage in this is that the country people no longer go to their own local stores and so the merchants are forced out of business by the big towns. However, another of the real blessings of the motor car is that it helps people to do their business quickly. In addition, people can take their cars and drive many miles; in this way they learn more about their own country and the people in it. At the same time, automobiles are driven so fast and so carelessly that they kill many people every year. Thousands of people are injured in accidents, too. This fact shows why boys and girls should take lessons until they are skillful drivers before they drive on crowded highways.

a. State advantages of automobiles given above:
(1)
(2)
(3)

b. State 3 reasons why automobiles may be harmful:
(1)
(2)
(3)

11. What a Joke.

Print sentences such as these on one inch strips of oaktag:

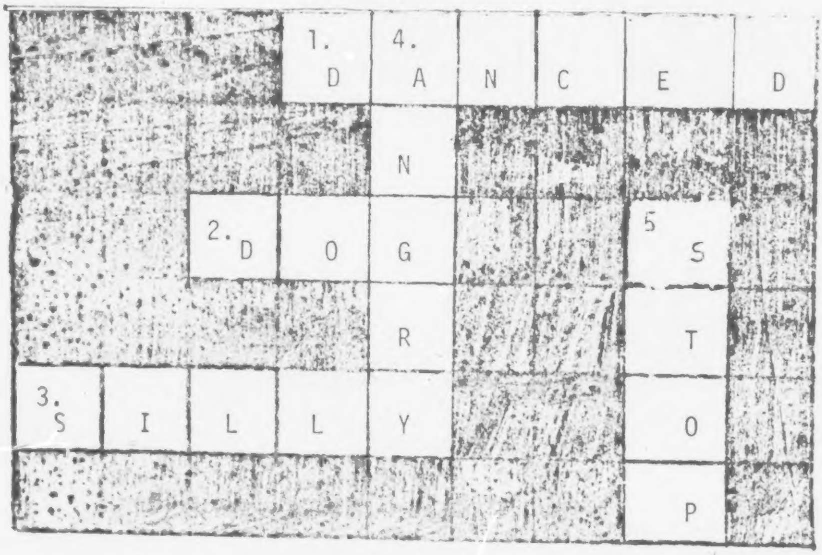
Here is a red car.
Here is a blue chair.
Here is a toy airplane.
This rabbit will go hoppity-hop.

Find a colorful picture that illustrates each sentence and tack the picture on a low bulletin board. For a joke, put the wrong sentence under each illustration. A group of about three children may then go to the bulletin board to try to find what each joke is. A leader of the group may be chosen to discuss the "jokes" and to choose a child to put the sentences in the correct place.

12. Children enjoy doing simple crossword puzzles to check their reading comprehension. A puzzle such as this one could be used when reading to find details.

ACROSS
1. What children did when they heard the music.
2. Who barked and barked.
3. How the people felt when the music stopped.

DOWN
4. How the teacher felt when the children did not come to school.
5. The Mayor wanted the hurdgurdy man to ________.



13. What's the Idea?

A short selection is assigned for silent reading. The teacher prints a list of phrases or short sentences on the board, and the children choose those which contain the ideas in the selection.

14. Make a list of details to support the topic. Ex: List six things a Cajun trapper does before setting his traps.

15. Read a story. Find details to support a statement. Ex: Alaska has beautiful scenery. The potholes are not all the same size.

16. Make an overlay of a paragraph or a story. Students underline the details which answer a question given by the teacher.

Refer to section K-3 pages 1, 3, 31, 33, 125, 127, 274, 275: section 4-6 pages 18, 19, 71; section 7-12 pages 3, 33 in Instructional Objectives Exchange Materials for further activities.

C. To Grasp Thought Units:

1. Find the phrase that answers the following questions:

| | |
|---|---|
| a. Where was the rooster? | (1) near the barn |
| b. What did John see? | (2) one summer day |
| c. Who was happy? | (3) a pink light |
| d. When did the boys swim? | (4) the white bear |

2. At the top of a pocket chart place a short sentence leaving out a word.
   Mary brought a _________ box to school.

   Have a pile of blank word cards which the children may use. Using a dictionary have the children find words that tell "what kind." When a child finds a word that will make sense in the sentence he may write it on a word card and place it in the pocket chart.

3. Sentence Meaning:

   Place on the chalk ledge or write on the board sentences such as:

   Come and look at this.
   Puff can ride with me with.
   Jane and Puff with can ride.
   Come and said look at this.

   Children can remove the surplus word from the board or ledge and re-space the remaining words, or copy the sentences on a sheet of paper, omitting the word that doesn't belong.

4. Sentence Scramble:

   This is a game for the flannelboard. Choose several four or five word sentences and select a group of children or a "committee" to print each word on the cardboard strip. Then scramble the words on the flannelboard and let each child at his seat write them in good sentence form. The first child ready may arrange the words correctly on the flannelboard.

5. Increasing Skills in Reading Thought Units:

   Write phrases on a series of oak tag cards. These can be used individually or in groups for the following activities:

   Have the child draw a card and use the phrase in a complete sentence.
   Give each child a phrase and have him write a sentence containing it. This sentence can then be used in a paragraph.
   Use the cards in a stack having the child read each phrase until he comes to a card with a red dot on it. The next child proceeds until a red dot appears, etc.
   Direct a child or children to arrange a series of phrases which would go together (ie. the little red wagon; with wire wheels). Use these in a sentence.
   Have a child or children arrange all the phrases in categories (ie. describing something, showing action, involving shape, etc.)

6. Building Stories:

   Make up a simple story of about three or four lines. Print each sentence on a one inch strip of heavy paper and then cut the sentence apart. Either cut it into words or phrases. For example:

   A cat heard a loud noise behind her. She saw a big friendly dog. The cat was afraid and ran away.

   The player must use the strips in the envelope to reconstruct a story.

He does not have to use all the strips, however. Often the child will be able to make an entirely different story. For example:

A big friendly dog heard a loud noise. She saw a cat. The cat ran away.

7. Use readers. Ask students to find a thought unit that means:

   hear something--the screaming gulls
   taste something--a sour apple

8. Select phrases from a selection which say the same thing in a different way.

9. Make a list of analogies and a number of words from which to choose the word that goes with the second idea. Ex:

   Ray is to sun as beam is to: shadow, house, moon

10. Make up an exercise using thought units and a word with a similar meaning.
    Ex: a big meal
    to rub softly
    away from everybody
    to cut down

    stroke
    feast
    chop
    alone

    Draw a line from the phrase to the word that has a similar meaning.

11. Phrases and thought units may be used to answer questions. Ex:

    Where was Harry hiding? In the barn.
    How much money had he found? More than he could use.

Refer to section K-3 pages 220, 273; section 4-6 pages 44; and section 7-12 pages 66 of Instructional Objectives Exchange Materials for further activities.

D. To Comprehend Main Idea:

1. Primary level can select portions of context which express a specific idea.

2. Teach paragraph construction: topic sentence and supporting sentences.

3. Teach reading for central thought: essential ideas vs. non-essential ideas.

4. Teacher and pupils read and discuss a sample paragraph together. From three sentences written on the board, select the main idea. Pupils find and copy the most important statement in a given paragraph.

5. Pupils compose headlines for short news articles.

6. Ditto paragraphs. Under each, give a choice of three titles. Draw a ring around the title thought to be best.

7. Sentence Ideas:

   Two-word sentences are printed on the chalkboard. Children are asked to describe the two main ideas that form pictures in their minds. For example: Children play. Spiders spin. Wheels turn. Trains whistle.

When the children thoroughly understand that a sentence usually contains two main ideas, the teacher prints words on the board and the children write their own three or four sentences using such words as:

soldiers    bridge    spy    airplanes    dog    police

The main idea in the children's sentences can be developed further with longer sentences. The teacher prints long sentences and the children underline or write the main ideas contained in each. For example:

My brother Dave prints good pictures.
Jim dashed out of the house.
The empty bucket dropped with a bang.

8. Newspaper Study:

   Add some pep to your study of the newspaper with this game on matching headlines and stories. Each child brings in a news article. To avoid too much repetition, children may volunteer to bring in items covering different types of news--local, national, sports, and so on. In class each child cuts the headline from his article and places it in a shoe box, which becomes a headline grab box. Each then exchanges his article with another child who reads it carefully and tries to guess what the headline might be. Each child picks a headline from the grab box and reads it aloud. The child with the news article that fits the headline retrieves it. This is checked with the child who had the article originally. The game becomes even more exciting if the class is divided into two or three teams and each child receives a point for retrieving a headline correctly.

9. Finding Out About Paragraphs:

   Provide a story for the children to read. Remind them: "A paragraph is a group of sentences that tell about one thing. Explain: Each paragraph in this story has a number. Read paragraph 1. See how its sentences belong together? What do they tell about? What does paragraph 4 tell about? Paragraph 10? 13? How do paragraphs make a story easier to read?"

10. Use several unrelated paragraphs. After reading through them, ask yourself two questions:

    a. What is each paragraph about?
    b. What is the main understanding the author wants me to have about this subject? (Look at the paragraph and find points to verify your second answer.)

    At the end of each paragraph being read list four ideas. Circle the sentence that best states its central idea.

Refer to section K-3 pages 4, 58, 128, 221, 137, 276, 277, 278, 279; section 4-6 pages 20, 21, 47; and section 7-8 pages 1, 2, 6, 7, 21, 29, 30, 65 of Instructional Objectives Exchange Materials for further activities.

## E. To Classify and List Facts in a Sensible Manner

1. Have pupils list items about a certain topic. For example, if the purpose of reading is to gather information about insects, the following plan could be followed. Pupils should divide their papers into three columns . Headings for columns might be:

   Insects that come from other countries
   Countries they came from
   What they damage

   As information on these three items is found, it is written briefly in the column. In the discussion following the work period, the information found by the group can be compiled and written on the board. A committee then makes a large chart of the information for permanent reference.

2. Classifications

   Prepare on paper, pictures or a list of words which can be separated into two or more general classifications. The child arranges the pictures or words in proper groupings by writing the word in the proper column:

|  | Food | Clothing | Transportation |
|---|---|---|---|
| car |  |  |  |
| horse |  |  |  |
| potatoes |  |  |  |
| sweater |  |  |  |
| cabbage |  |  |  |

3. First grade level pupils may arrange sentences on the wall chart in the order of the events of a story.

4. In the middle grades list in sequence the steps leading up to an event, climax or preparation of a finished product.

5. Classify materials in the room for functional purposes.

6. Ask students to read or reread to classify ideas or events in a story.

7. Review classification of ideas using headings from social studies or science. Ex:

   Early Explorers
   Countries of United States

8. Have pupils examine statements showing related ideas. Ex:

   Crooked is to straight as easy is to (glide, difficult, spiral).
   Surface is to top as let is to (defeat, allow, damage)

   Then have them tell to what category each belongs:

   opposite ideas
   similar ideas

9. Prepare a list of rules for several sports such as baseball, football and basketball. Include some rules or regulations not related to these three particular sports. Students are to match the rule or regulation with the proper sport.

10. Using a list of assorted details from a paragraph, arrange them in the proper outline form by listing them under the appropriate main topics.

11. Call attention to words as a means of relating ideas through classifying abstract and concrete. Abstract idea is something that cannot be touched; concrete can actually be touched. Prepare a list of words from which children can identify each type. (Idea - I, Touch - T) massacre I, seedling T, misgivings I, provisions T enchanted I.

Refer to section K-3 pages 57; section 4-6 pages 46, 80; and section 7-12 pages 31, 75 of Instructional Objectives Exchange Materials for further activities.

## F. To Establish Sequence

1. Poems in Sequence
   Each line of a four-line poem may be written on a strip of oak tag and placed in an envelope. The children may arrange the four lines in the correct order to make a poem.

2. Shuffled Comics
   After newspaper comic strips are cut apart in squares and shuffled, ask pupils to put them back in proper order. To increase the difficulty of the exercise, put in a square from the same strip that is from a different date. The child should then put the pictures in sequence and pick out the one that does not belong.

3. Watching Game for Sequence
   In this game, the teacher, or child performs a short series of acts, such as tapping on the desk, lifting a book, and then picking up a piece of chalk. One child is called upon to tell the nature and order of the acts performed. Increase the number of acts as children become more proficient.

4. Write a pair of sentences. Which sentence tells what happened first? Draw a line under it.

5. Have children make flannel board figures for a favorite story. Encourage them to tell the story placing the appropriate figures on the board at the proper time. Arrange a group of figures at random on the flannel board. Have children rearrange them to tell a known or creative story.

6. Reread a story to note sequence of events. Ex: Read "The Trip Westward" recording events in the order they occurred.

7. Writing a movie script for a good action story is an experience that helps children to arrange events in sequence and to see how necessary movement is in certain types of stories.

8. Story Sequence:

   To give children practice in the recognition of story sequence, cut short stories into single sentences, numbering each on the back in proper sequence. Put each story in an envelope. The child is told that the sentences are mixed up, and he is to arrange them in the proper order to make a story. When he has finished arranging the sentences, he can turn the cards over and they should be in the correct arithmetical order, (1,2,3,4,etc.)

9. Draw pictures as they occurred in a story.

10. Discuss uses of words like first, second, and third as they occur in context.

11. Scramble Stories:

    Type a number of stories which are familiar to the students. These may be fairy stories or other stories which the children will know. After typing the stories cut them into one line strips. Mix the strips up in a box or envelope. The students can fit the lines in the right sequence by placing them in a pocket chart. This can be used also by having the strips pasted on art paper. Then the children can make a picture about the story. Games can be played using several copies of the same story. The children can race to see who can fit the lines in the right order first.

12. When sentences are to be arranged in order give directions similar to the following:

    a. Make a red X in front of the first sentence.
    b. Make a green X in front of the second sentence.
    c. Make a yellow X in front of the third sentence.

13. Assign a short article for the pupils to read and select the main ideas. Then give them an outline form with some topics missing. Have them insert missing words or phrases.

14. Recall incidents in stories that have just been read. Ask pupils to tell what happened just before and just after the incident.

15. Make a time line of a story as it is written. Some stories go from beginning to end chronologically. Others start in the middle, go back to the beginning, and then go to the end.

16. Use chalkboard after reading a selection. Events may be given in random order. Other students or entire class may number them in sequential order.

17. Pupils list events of a story to support its conclusion.

18. Study the steps in a problem-solving situation such as an experiment in science.

19. Use a time line for historical events.

20. Use a recipe. In your own words tell the step-by-step process necessary to complete the recipe.

21. Compare the sequence of events in various types of materials. Help children discover differences such as:

    In a book the material is usually presented in a natural sequence of events from beginning to ending.

    In a newspaper an article is usually concerned with one event. The first paragraph gives the pertinent information and the following paragraphs give the details.

    In periodicals there are both narrative and informational material.

    In a story one event causes another.

Refer to section K-3 pages 5, 34, 239, 222, 233, 289; section 4-6 pages 22, 23; and section 7-12 pages 22, 32, 67 of Instructional Objectives Exchange Materials for further activities.

### G. To Follow a Series of Related Directions:

1. The teacher places two or three exercises, such as the following, on the chalkboard or hectographs them for individual use. To the left are some words and objects. Be sure to mark them the right way. Put a circle around the word that is a number. Mark a cross on something you eat. Put a star beside something you wear. Draw three more circles beside the house.

2. Make Believe:

   Cards with sets of directions on them are passed out to the children. One child is called upon to follow the directions on his card. The rest of the group are to guess what is on the card. After his pantomine is over, the child reads his card orally to the class. Ex:

   Make believe you are a salesman. Make motions to show you are trying to sell a lawn mower (or a fly spray).

3. Observe written directions, such as "Make one ball yellow. Make the other, blue."

4. Follow directions that the teacher has written on the chalk board. "Get ready for recess." or "Come to the reading circle."

5. Draw pictures from directions given.

6. Arrange in correct order the sentences for directions to do or make something.

7. Draw a diagram showing how a person who is at school could get to his house.

8. Have each person decide on a small object to make, design to draw, etc. Have him prepare directions for this project. Have the class follow the directions and hand in the finished product. First, the student should make the project and then write the directions. The directions should then be evaluated by the teacher and the individual student simultaneously as in an individual conference or handed in and corrected. The presentation of the directions could then be given orally or duplicated and given as a project to be finished during a specified or "free" period during the day.

9. The teacher gives a series of directions, the children follow these directions in sequence.

10. Obtain a city map for each child or duplicate a detailed map of the school, community or other area. Give a copy to each member of the class. Have an individual give directions to go to a specific place and have members of the class follow the directions using their maps. The first to find and name the place designated takes a turn giving directions. (i.e., "You are going north on Maple Street: turn left on St. John's until you come to the 'Old Church,' etc.,) The same activity can be used for a map of a country studied, a city or area involved in a story, etc.

11. This is a timed exercise. Hand out a copy to each child and tell them to follow as many directions as possible before they are asked to stop. (Allow 5 minutes).

    a. Read everything carefully before doing anything.
    b. Put your name in the upper right hand corner of this paper.
    c. Circle the word "NAME" in sentence two.
    d. Draw five small squares in the upper left hand corner.
    e. Put an "X" in each square.
    f. Put a circle around each square.
    g. Sign your name under the title of this paper.
    h. After the title, write "YES, YES, YES."
    i. Put a circle completely around sentence number seven.
    j. Put an "X" in the lower left corner of this paper.
    k. Draw a triangle around the "X" you just put down.
    l. On the back of this paper, multiply 703 by 66.
    m. Draw a rectangle around the word corner in sentence four.
    n. Loudly call out your first name when you get this far along.
    o. If you think you have followed directions carefully to this point call out, "I HAVE."
    p. On the reverse side of this paper, add 8950 and 9805.
    q. Put a circle around your answer, and put a square around the circle.
    r. In your normal speaking voice, count from ten to one backwards.
    s. Punch three small holes in the top of this paper, with your pencil point.
    t. If you are the first person to reach this point, LOUDLY call out, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING INSTRUCTIONS!"

Continued.

u. Underline all even numbers on the left side of this paper.
v. Put a square around each written-out number on this page.
w. Loudly call out, "I AM NEARLY FINISHED, I HAVE FOLLOWED DIRECTIONS."
x. Now that you have finished reading everything carefully, like it told you to do in number one, do only sentence one and two. Thank you!

12. Read directions for a game or for doing a trick, and then play the game or perform the trick.

13. Read directions for making a folder, a star, ornament, a box, or some project, and assemble it.

14. Read directions for a science experiment and perform it.

15. Read to locate places explorers have traveled and connect places by drawing a line.

Refer to section K-3 pages 52, 52, 54, 55; section 4-6 page 40 of Instructional Objectives Exchange Materials for further activities.

H. To Sense Relationships:

1. Illustrate multiple meanings of a word within a sentence. The relationship to other words is the key to the meaning.

2. Make up titles for short articles and stories.

3. Match titles and cartoons.

4. Write a paragraph describing a given object, or person, which the pupils are to guess.

5. Match a picture that illustrates a main idea with a paragraph that it illustrates.

6. Teacher can name some things that are different from each other, but are at the same time alike in some way. Children listen and tell how they are alike:

   Telephone-radio-television, rabbit-squirrel-woodchuck.

7. Incorporate in a lesson questions which are designed to bring out relationships. Ex: What relationship was there between the soil of this area and the way people made a living?

8. State the main idea from the following type sentence: In spite of her fear, Susan sang bravely as he sliced the meat, made sandwiches, and poured lemonade. Point out the relationships among the words Susan, her, and she.

9. Use magazine, book, and newspaper accounts on the same event.
   Ex:

   Bataan Death March
   Surveyor I

   List differences in approach to the problem.
   Check similarities of the reporting.
   Look for writer's slant.
   How do these accounts relate to each other and support the whole event?

10. Read a selection. On the board list changes in a character, bits of dialogue, progression in time, and emotional changes

    How are they related.
    How does the story depend on these related facts?

11. Use a poem with several stanzas. Write the thought in each stanza.

12. Write a subtitle for each paragraph in a selection.

13. Use a paragraph. Read and locate the topic sentence. Read each sentence in the selection carefully. "How does it relate to the topic sentence?" "How is the next sentence dependent on it?" "What happens to the comprehension when a sentence is left out?"

14. Use sentences. Underline key words. "How do the key words tie the thought in the sentence into a meaningful whole?"

15. Words bring ideas that go together.

    Ex: bracelet--gold
    yoke--wood
    statue--marble

    How do these words go together?

    fourteen--number
    temple--building
    purple--color

    Note these words have ideas that go together.

    wheel--automobile
    beak--eagle
    propeller--airplane

16. Lead students to see that the first idea is a part of the second. Add more ideas to the list. Use this as a game where one child gives a noun and another adds a word to make a word unit.

    clerk--sell
    student--learn
    professor--teach

    Note: The second idea tells what the first does.

crazy--mad
drowsy--sleepy
weary--tired

The ideas have similar meanings.

17. Relate ideas from various sources to a common theme such as Frontier Life.

What personal qualities did the people show?
How did the people you have been reading about help the countries where they lived?
How does each frontier open up new ones?

18. Teacher can select five or six sample paragraphs from the test (science or social studies), then help the children pick out key words and topic sentences. Discuss how one is related to the other. Note how punctuation can change their meaning, as well as aid their meaning.

19. Teacher should guide children in helping them develop the ability to perceive relationships between ideas in complex sentences. Identify time relationships.
Ex: What happened first in this sentence?

As he quietly advanced, the horse reared frantically.

a. Identify condition and reason.
Ex: Because she was late, she missed her ride.

b. Identify condition and action.
Ex: If I had some night crawlers, I would go fishing.

20. Teacher helps child perceive relationships such as:

a. How the ambitions of Napoleon influenced our country's development.
b. How mathematical concepts help us understand distance.
c. How characters in stories often use previous learnings to solve problems.

21. Have pupils read to find three or four facts about an assigned subject. Compile the information gathered, then discuss the significance of the ideas presented and their relationship to the topic.

22. Use synonyms and words of slightly different meaning. Discuss how the choice of words affects the meaning.

23. Encourage pupils to recognize relationships of pictures, and show how the meaning is enriched. Write statements on board.

Ex: Early explorers used many things to find their way across the ocean (compass, stars, astrolabe, maps, charts).

Have pupils find pictures of the words and write their own definition of each word. Check with the dictionary.

Write a caption to fit events in a picture.

Direct pupils to draw a diagram of a complete electric circuit. Label Power (A) Light (B) Switch (C)
Explain the use of the switch in a complete electric circuit.

24. Directions: Each row contains five words. In each row you are to choose the word that does not have any relationship to any of the other words. When you have selected this word cross it out. Be ready to explain the relationships of the other words. The first is done for you.

a. painter picture house bread artist

A painter paints a house; an artist paints a picture.

b. cosmonaut trade U.S.A. U.S.S.R. astronaut

c. commute transport freedom merchant ship freeways

d. freedom dictatorship democracy restriction machinery

e. automation workday assembly lines machines mass production

f. depression hot war suburb cold war prosperity

Refer to section K-3 pages 37, 38, 132, 225; section 4-6 pages 25, 26; and section 7-12 page 76 of Instructional Objectives Exchange Materials for further activities.

## I. To Distinguish Between the Major Ideas and Related Facts:

1. Make a brief outline on the blackboard of main ideas in a story. Leave space for details. Have the children read the story silently and close their books. List the details they can recall while looking at the main ideas.

2. Read a story. Have children make up a title.

3. An incomplete outline of a selection can be presented with the main ideas filled in and blank spaces left for the details. Students read the paragraph. The pupils complete the outline as they arrange the answers in sequential order.

4. Read for the purpose of: making a list of details included in a selection.
Answering questions on details in a sentence, a paragraph, or a longer selection.
Matching details with a list of main ideas.

Refer to section K-3 pages 58; and section 7-12 pages 44, 56, 63, 78, 80, 82, 84 of Instructional Objectives Exchange Materials for further activities.

J. To Differentiate Between Fact, Fancy and Opinion:

1. Define figurative language.

2. Distinguish between realistic and fanciful statements in a fanciful story.

3. Decide whether a story is apt to be fact, fancy or opinion from its title.

4. Find statements that characters make which are facts and those which are opinion.

5. Let the children read creative stories to the class. Have the class listen and tell whether or not it is a real or make-believe story.

6. Ask students to read a story and select the statements which are opinions--facts.

7. Sentence exercises which require children to distinguish between fact and opinion could be of the following nature. Bring attention to the key words in each sentence.

   a. I believe he was killed.
   b. He estimated the distance to be 6 miles.
   c. The experiment proves that one is better.

8. After reading a story silently, the class can discuss:

   What information did you learn from the story?
   Could all the things that happened in the story really have happened?

9. Ask the children to bring to class newspapers from different publishers; then have them compare several reports of the same event and note the variations. Much worthwhile discussion should ensure. Guide them in evaluating the newspaper's reputation for containing "uncolored reports" and on the writer's reputation for presenting facts accurately. Encourage spirited discussion as the children pick out statements which they think are opinions and statements which they think are facts.

10. Guide children in reading materials thoughtfully. Pupils should be able to point out statements that influenced their decisions. Lead children to conclude that it is wise to know when a statement is merely opinion, and to judge it as such.

11. Provide opportunities to discriminate between statements that are opinions and facts. Ex: Place an O or an F on the space opposite the sentence stating whether it is an opinion or a fact.

   a. Lake Superior borders Minnesota to the east.
   b. The best vacation sport is baseball.
   c. The road from Rochester to Plainview is a hard surface road.
   d. The best place to live in winter is California.
   e. St. Paul is the capitol city of Minnesota.

12. There are several types of propaganda techniques:

    a. Name-Calling: This is used in political campaigns where disagreeable words are used to arouse fear, hate, or disapproval without any evidence. Have children bring in advertisements, cartoons, or slogans which may illustrate the preceding.

    b. Glittering Generalities Techniques: This method is used on radio and TV. Children should listen for and note commercials like the following example: Creams that make the skin "soft as velvet."

    c. Transfer Technique: The transferring of one's respect, admiration, or reverence from something to which he has already attached one of these attitudes to something else. Ex: A candidate seeking office may be played up as a "typical American." Children can bring in writings or pictures to illustrate this method.

    d. Testimonial Technique: This technique is similar to the Transfer Technique except that here the noted person goes so far as to say that he uses the object of propaganda or he may put his signature to a statement. Find products that athletes have endorsed.

    e. Plain Folks: A candidate for office may be shown driving a tractor, shoveling snow off the walk in front of his home, or coming home from church. Collect pictures to illustrate this method.

    f. Band Wagon Technique: This method is used to get the reader to believe or do what the majority is doing or is enthusiastic about. Discuss the various fads in clothing such as the wearing of narrow brimmed hats because "everyone" is wearing them.

    g. Card Stacking: A candidate for office may be built up to be really a great man, and his less influential qualities are not given. Have pupils make a collection of positive and/or negative qualities used to call attention to a particular person.

    Refer to section K-3 pages 42, 43, 137, 138, 231, 232, 284: section 4-6 pages 90, 97; and section 7-12 pages 71, 72 of Instructional Objectives Exchange Materials for further activities.

K. To Judge Reasonableness and Relevancy of Ideas:

1. Ditto paragraphs. Have three possible answers. Circle the most logical.

2. Find the Joker: Prepare a series of groups of three or four sentences one of which does not belong, such as:
   Betty has a new dress.
   The dress is very pretty.
   The cup fell on the floor.

3. Present situations for the pupils to reread:
   In order to locate parts that answer specific questions.
   In order to discriminate in selecting material relevant to the purpose.
   Ex: Evaluate a composition according to a set of rules. Evaluate facts to fill in forms.

4. To tell a story adding extraneous material, discuss what was "extra" in the story.

5. Have children bring in newspaper clippings or illustrations about a given topic and decide whether or not they are relevant to the problem.

6. Give practice in deciding from a series of statements which are relevant to a problem.

7. Check which ones of several conclusions are warranted by data given and explain why the unsound conclusions are invalid.

Refer to section 7-12 pages 73 and 74 of Instructional Objectives Exchange Materials for further activities.

L. To Sense Implied Meanings:

1. Help children become aware of and to interpret figurative language.

Puns: Materials needed: (1) comic strip containing puns, (2) phonograph record, "When I See an Elephant Fly, and (3) reader, "Adventures Here and There," American Book Co.

Procedure: (1) Use comic strip to catch children's interest and to formulate, inductively, an appropriate definition of "pun." (2) Help children make a list of some of the puns and the reasons why each is a pun. (3) Play the record, "When I See an Elephant Fly," and ask the children to list as many puns as they remember from this listening. (4) As the children listen to the record again, they may list as many puns as possible, adding to the previous list. (5) Help the children read and discuss the "Another Way of Saying It" exercise, page 410, American Book Co. reader--"Adventures Here and There."
Assignment: Be preapred to share two original puns tomorrow.
Time needed: About forty-five minutes.

2. Extending Understandings Into More Figurative Language:

Figures of Speech: Materials needed: (1) joke, "My Tale is Told,"* (2) phrases of figures of speech, (3) duplicated meaning and classification exercise,** (4) Reader, "Adventures Here and There," American Book Co.

Procedure: (1) Tell the joke, "My Tale is Told," have the children tell why it is a pun, and share the original puns assigned. (2) Show a few figures-of-speech phrases--the runner stole home. . .the batter slugged the ball. . .he dribbled into the keyhole. . .and, inductively, cause the children to bring out the literal meanings as contrasted to their intended meanings. (3) Use duplicated meanings and classification exercise** to reinforce and extend understandings. (4) Have children read the story, Grandma's Ostrich, American Book Co. reader, "Adventures Here and There." Assignment: Make a list of all figurative phrases you find in the story.

Time needed: About forty-five minutes.

*Story of three polar bears in which the baby bear sits for hours on a slab of ice listening to mother and father bear tell tales. When his turn arrives he stands and says, "My tale is told!"

3. Children learn to comprehend the implied meaning of a paragraph by answering questions that ask:

   How do you know?
   Why did they do it?
   What makes you think he. . .?

4. List a number of ideas from a particular story, then ask pupils to distinguish between stated and implied ideas.

5. Use several newspaper accounts of the same happening. Underline the key words and phrases in each account. List the implied meanings in each article. How do the accounts differ? Write down any differences. How did the different writers project their biases?

6. In a story, find and underline clues as an aid to grasp the unstated meanings.

Refer to section K-3 pages 285, 286, 287, 288 and section 4-6 pages 33, 34, 35, 36, 37, 78 of Instructional Objectives Exchange Materials for further activities.

M. To Establish Cause and Effect Relationships:

1. When reading a story, ask children questions such as, "What happened to make John feel sad? Why was Mary late for school?"

2. Answer cause and effect questions about his own make believe actions or emotions.

   (1) What would make you happy?
   (2) What would make you sad?

3. Answer questions requiring consideration of cause and effect, such as:

   (1) Which player in the band would be most tired after a parade, the tuba player or the flute player?

4. Answer open-ended questions:

   The Indians went on the warpath because_______________.

5. Determine why a story character was given a particular nickname such as "Slim."

6. To develop cause-effect reasoning ask why? what happened? and why did it happen?

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7. Find sentences in the story that prove why.

8. Find words that explain what something is like.

9. To draw conclusions find facts which answer how did it happen? Ex: Reread a selection to answer what were the difficulties and how were they overcome?

10. Give the pupils pairs of sentences from a story they have read in which the text did not tell why one action followed another (even though it could be understood). Encourage them to put ideas together in one sentence using the word because. Ex: We worked very slowly. It was a warm day. We worked very slowly because it was a warm day.

11. Use science experiments to point out cause and effect. Write it up using these topics: materials, directions, results.

12. Read a historical happening. Have students prepare an overlay showing all the causes of the event. On another overlay show the effects.

13. Have children predict outcomes to important decisions of the past.

    Ex: What if Columbus had decided not to sail west? What might have happened if the Mayflower turned back?

14. Choose a familiar story and make a chain to show the events. Choose stories where the first event causes the second etc. Check with the text.

    Ex: 1 2 3 4

    a. Androcles, a slave, was treated cruelly by his master.
    b. When his chance came, he escaped.
    c. He fled into a near-by forest.
    d. Alone and frightened, he sought a place to hide.

Refer to section 4-6 page 27 of Instructional Objectives Exchange Materials for further activities.

N. To Judge Authenticity of Validity of Facts and Ideas:

1. Generalizations:

    a. Write a generalization such as, "People of Northern Europe are Blonde." Ask the pupils to prove that this is not necessarily true."

2. Increase appreciation by learning ways to evaluate materials read.

    a. Determine the author's background.
    b. Discover inconsistencies, and/or exaggerations.
    c. Discriminate between fact and fiction.
    d. Interpret story facts.

3. Evaluate authenticity of stories by calling attention to the photographs, illustrations, and ideas given in the story.

4. Have children question the reliability of the author by questioning:

   a. Who wrote it?
   b. Is he a specialist in the field?
   c. Is he well known in his field?
   d. In what book did the aritcle appear?

5. Encourage students to question the author and source. Provide examples which provide opportunities to select. Ex:

   a. Read same topic in fiction book and in an encyclopedia.
   b. Read same topic in a book of recent copyright and in copies of older copyright.
   c. Read science information in popular magazine and compare with articles written by scientists.

Refer to section 7-12 pages 43, and 71 of Instructional Objectives Exchange Materials for further activities.

O. To Interpret:

1. Use fables such as "The Crow and the Fox" to point out that stories often have a hidden meaning.

2. Reading and Understanding:

   This exercise serves two purposes; it makes children aware of the necessity of their speaking in clearly understood words, and it gives them practice in getting clearer interpretations from that which they read.

   The first day I had each child write a description of his house. These they handed to me. I read them then selected one of the most descriptive ones that was also quite close to school. I conspired with its writer so that he would give no sign of recognition when I read his description.

   The next day I gave each child a drawing pad. I told them that I was going to read a description of one of their houses which one of them had written, and they were to draw it as it was described to them. I read and then reread the description. When they were done drawing a picture of the house as it had been described, I asked them to pick up their drawing pads and pencils and follow me. I led them to the house they had just drawn, of course. How surprised they were! Many passed this house each day on their way to school. We sat down and drew the house again. There were so many comments such as "You didn't say a tall rectangle," etc. It was such fun discovering all the really significant features that had been missed.

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Now we returned to our classroom and I made a "home" assignment. That evening, each child was to look carefully at a neighbor's house, write a description of it, and make me a simple sketch of it. This time the words were much more "descriptive." The children had chosen them carefully; they also had written much longer descriptions as they realized that it takes more than just a few words to "give the whole picture."

We followed this up by one of McKee's suggestions. We would read part of a paragraph, describe the picture we had thus far, read on, notice how altered the first picture had become, read still farther, and observe how definite the picture was becoming--it had developed from a hazy, indefinite object to one sharply defined by just the right words.

We had fun all year in "giving and perceiving the whole picture."

3. Have pupils study advertisements to answer these questions:

   a. For whom was the ad intended?
   b. What type of ad is it?
   c. What claims does it make?
   d. What facts does it state?
   e. What does it imply?
   f. What does it avoid saying?

4. Read parts of a book to detect places where the author attempts to influence the reader's thinking.

   Ex: Uncle Tom's Cabin, by Harriet Beecher Stowe.

5. Interpret political cartoons or comic strips.

6. Study ads noting the type of audience to which the ad is directed. 2

7. Assemble ads in a booklet grouping those intended for men, for women, for children, the well-educated and uneducated, etc.

8. Have class find other writings they like and share interpretations.

Refer to section K-3 page 36; section 4-6 page 73 and section 7-12 page 45 of Instructional Objectives Exchange Materials for further activities.

P. To Make Comparisons:

1. Ask students to read two stories about a common theme and be ready to discuss how they are different. List on the chalkboard.

2. Compare and Contrast Ideas:

   Children compare poems which are humorous, poems which tell about circus events, or poems about summer. "How are they different?" "Which is funnier?" "Which is sadder?" "Which is like something you have done?" "Which is like someplace you have been?"

3. Newspaper Fun:

   Bring several different newspapers into the classroom. Have different children read the lead story from their paper. Observe to see how different reporters and different newspapers handle the same story. Have children examine the papers to see what parts are in a newspaper. Have them report on the most unique advertisement, the most exciting job offer, the person they would like for a particular job, etc.

4. While reading varied materials, children make comparisons. Ex: Life of pioneer children versus theirs. (history)

5. Tell of a place you know that is like the one described in the story. Why might it have taken place there?

6. Tell a story of your own experience that parallels one written by an author.

7. Introduce the idea that good literature has a smooth flowing style when you read it. Each author has a style of his own.

   Compare styles--such as the Uncle Remus Stories, Beowulf Stories, and Alice in Wonderland for their story language.

   Some stories are written in the first person. Ex: Gulliver Travels.

   Have pupils note other methods used by authors in their writing: expressions, repetition of words, word imagery, implications, indirect information, etc.

8. Compare the original version of a book with a short rewritten version of the book. Which is best? Why?

9. Have pupils name favorite authors and tell what it is about their styles of writing that they enjoy. Compare several stories written by that author.

10. Compare and contrast behavior of characters in stories.

11. Compare author's point of view with their own.

12. Compare two stories as to suitability for a given purpose, like dramatization, reading to another group, or inclusion in a bibliography.

13. Have child read two references on a given topic, then compare the information given. Ask if the authors had any disagreement. If so, how could they account for this?

Refer to section K-3 pages 40, 41, 224, 230; section 4-6 pages 32, 95, and section 7-12 pages 40, 41 of Instructional Objectives Exchange Materials for further activities.

Q. To Draw Inferences:

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1. Read a story and ask questions such as:

   "Why shouldn't Goldilocks have walked into the Three Bear's home?" "What would you do if you were lost?" "What probably happened to the boy when he got home?" "What would you have done if _______?" "What is happening in the picture?" "What do you think they are saying?"

2. Ask questions about information in pictures.

   a. From the way the children are dressed, is it hot outside or cold?

3. Use riddles.

4. Student gives as many reasons for an action as he can and reads to find which reasons would be valid for the story.

5. Form conclusions about how climate conditions have affected the way in which people live.

6. Decide the season of the year when a story took place. Ask what words in the story infered the season.

7. Determine who is telling a narative story.

8. Ditto paragraphs in which an idea is implied. Question child to see if they got the implied idea.

   Ex: Jack and Tom went to the lake with some poles. As they sat by the lake, Tom felt a tug on his line. He jerked up the pole. What are Tom and Jack doing?

9. Making Inferences and Drawing Conclusions: Read to the students a series of paragraphs to which they are to add the concluding statements or climax.

   Also read paragraphs and dialogue after which the class may indicate what might happen next, the mood, or the type of speaker.

10. Drawing Inferences: Have an oral discussion following the silent reading of material. Ask leading questions such as "What did this statement mean to you, Mary? John? Jack?" This will indicate that each person has a responsibility in making his own inferences and that reading is thinking. "How did you know this was going to happen?" "What made you think Jack was there?" Also, write or select paragraphs to be read by the class. Ask one question that can be answered only by thinking through the implications of the paragraph. Make sure that the word or the words needed for the answer do not appear anywhere in the paragraph. The answer must be inference and not a mere copying of some significant phrase.

Refer to section K-3 pages 44, 136, 147, 228, 282; section 4-6 pages 29, 30, 75; and section 7-12 pages 5, 77 of Instructional Objectives Exchange Materials for further activities.

R. Predict Outcomes:

1. Provide the class with a story which is complete except for an ending. Ask them to supply an appropriate ending.

2. Have students draw conclusions and form generalizations from the facts given in science, history, and other content areas.

3. Consider a specific scientific experiment. Decide what the results of this experiment would mean to the farmer, to conservation, to industry, or whatever other area of life it may affect.

4. Suggest alternative endings which logically follow a sequence.

5. Show a picture to the class and have them decide what will happen next.

6. Predict what action will take place considering the character's involvement in a situation, his disposition, his feelings, and his motives and the background events. Students write their own predictions.

7. Use stories from literature class to find events leading up to a conclusion, then change one event and tell what might have happened. Ex: From the story Dick Whittington, what might have happened if Dick had not sent his cat on the ship?

8. Follow the happenings of a current event; make predictions based on facts given in a series of articles.

9. Construct a series of bar graphs showing related developments in an industry such as iron mining in Minnesota that leads to an idea about future iron mining in Minnesota. Graphs should show tonnage, people employed, and dates.

   From these graphs, children should be led to generalize and predict outcomes.

10. Make charts to compare or contrast climatic factors of two countries in a given latitude. Read references to draw conclusions about the vegetation, natural resources, industry, location of cities, and people that are in each country.

11. Visualize historical events or historical movements thorugh dramatization, i.e. political conventions, freedom marches, etc.

    From the above, predict events and outcomes by writing a paragraph about what might happen.

12. Discuss the necessities for sailing over uncharted seas in the days of Columbus, Magellan, and others.

    Follow this with a comparison of "sailing in the Sea of Space" today. Collect pictures with captions that will illustrate the necessary preplanning so that happenings can be predicted as the astronauts are in orbit.

Refer to section K-3 pages 2, 133, 134, 135, 226 of Instructional Objectives Exchange Materials for further activities.

S. To Form Own Opinions:

1. Keep a reading diary in the form of a small notebook. After reading a book the student records the title, author, and date. The student may make a note of anything personal he wishes to say about the book as expressions of writer's style or favorite author.

2. Stating real reasons for liking or not caring for a book, not from a snap judgment, but after a thorough examination of it, requires critical thinking upon the part of children and helps them to evaluate other books.

3. Play recordings of good music or poetry readings. Ask the children to listen and think about what they hear, and then put their ideas into words.

4. Using stories from the daily reading lesson, ask questions such as:
What would you do if you were Jim?
Could this really happen? Why, or why not?
What might have happened if. . .?

5. Plan and execute a bulletin board divided into the following areas. It "grows" as the children add their story titles to it. Discussion can include the children explaining why they put certain books in specific categories.

| | |
|---|---|
| Stories That Make Me Laugh | Stories That Make Me Fell Sad |
| Stories That Make Me Want to Help Someone | Stories That Are Scary |

6. Ask students to reread a favorite book and be ready to tell why they liked it. Have them read selected parts to the class telling how they felt when they read this part and why. Have them explain what they think the author was really saying in the book. Have them read a part where they like the way the author said something.

Refer to section K-3 page 281 of Instructional Objectives Exchange Materials for further activities.

T. To Infer Time and Measure Relationships:

1. Keep a class diary of important events for a two-week period. When completed, refer back to grasp time lapse.

2. Pantomime scenes from a story to dramatize events that occur simultaneously.

3. Discuss when the story took place. Find phrases that indicate lapse of time. Have children tell whether or not the phrase gives a definite or indefinite length of time.

   after a short time
   three weeks
   just then
   early in the morning
   almost five hours
   the very next day
   in two weeks

4. Dramatize a story. Have children indicate how they would show a lapse of time through acts or scenes.

5. Make a list of words or phrases on the chalkboard telling where or when the action of the story took place. Have children fold a sheet of paper in half lengthwise and label the columns with the headings "When" and "Where." Instruct them to copy the words or phrases under the correct heading.

6. Read a paragraph to note which words refer to what happened before the story took place and which refer to what happened afterward.

7. For more able readers, a teacher could instruct the students to imagine a trip to a certain country or state. This could be present, past or future travel. The children could prepare a diary of the trip to emphasize the relationship of time to distance. Incorporate the relationship to seasons and modes of travel.

8. Time Identification Practice: Materials: Each child has a set of three response cards: now past future
   Set of phrase cards for teacher use:

   | | |
   |---|---|
   | he runs | she will go |
   | they have gone | they are drawing |

   Procedure: The teacher either reads the phrases from a list or shows the phrase flash card to the children. They flash the correct category card.

9. Have children make a time line:

   To show the progression of the events in a story.
   To show chronological order of events in social studies.

10. Promote understanding of specific and consistent meanings for the symbols or terms used. Compare chronological time with geological time. Make a geological time line to compare with one made for social studies.

11. Show how time as a measure of distance is a spatial concept. In astronomy, use the information that 2,000,000 light years is the time it takes light traveling at 186,000 miles per second to reach the earth from the nearest galaxy. Compare rate of flight of the astronauts and our fastest planes.

12. Use models of the solar system, maps, and globes to help clarify concepts.

Have pupils construct scale models and make graphic representations of the models made.

Visit the planetarium.

13. Mimeograph charts similar to the following ones to introduce relationships of time and space. Follow this with discussion. Allow pupils to generalize.

Comparison of Happenings

| | Your Birth Year | Your Father's Year | Your Grandfather's Year |
|---|---|---|---|
| Who was president of U.S.? | | | |
| Name present-day country that did not exist then. | | | |
| Name war that occurred this year (or close to it). | | | |
| Had the airplane been invented? (Use other inventions too.) | | | |
| Name a music composer who lived then. | | | |
| Name a prominent author who lived then. | | | |
| What was the population of U.S.? | | | |
| Was radio common then? TV? Spaceflight? | | | |

Comparison of Time-Spatial Events

| Dates | Minnesota | United States | World |
|---|---|---|---|
| 1700 | | | |
| 1750 | | | |
| 1800 | Lewis and Clark Expedition | War of 1812 | Piracy on high seas |
| 1850 | Became a state | Civial War began | Emmigration from Europe |
| 1900 | | | |
| 1950 | | | |
| 2000 | | | |

15. Time-space relationships, to become more significant and enduring must be taught again and again.

16. Use time tables of TV programs or bus schedules from newspapers to see the relationships and differences in time zones, standard daylight time.

17. Use flat maps of U.S. and World with time zones marked to solve mathematical problems using time.

18. Prepare a bulletin board with newspaper headlines that call attention to problems facing us today with questions or statements such as:

    "Early pioneers in Minnesota cut trees and burned them. What are the results of that experience today. . .?"

    1863 -Emancipation Proclamation, Negro rights today, etc.

    Wildlife conservation.

19. Have each child prepare his own time line beginning with Olympic games down through major sports today. Generalize about the need for sports and how the emphasis has changed from active participation to spectator sports through the years.

Refer to section 4-6 page 74 of Instructional Objectives Exchange Materials for further activities.

U. Appreciation: To Understand the Feeling and Tone Developed by the Author:

1. Have students read a descriptive paragraph in order to reproduce the setting artistically.

2. Discuss the "make-up" of a book which is about an entire continent and is then divided into sections about the countries and cities, and areas of each country. Follow the plot of a story pointing out how one situation in a story leads to another resulting in an overall message the author wishes to relate.

3. Give the children a situation and have them tell what emotion is involved.

    a. "Oh Laura!," she cried out. "What can we do?" (fear)
    b. "Look," Johnny said. "I can lend you some things to wear for the play tomorrow if you don't have anything. (generosity)

4. Show sample ads on the opaque projector. Ask students to read and decide what the author wants them to do (also paragraphs about solving a community problem).

5. Creative and Critical Reading: Develop criteria with the class, such as author's background, position, experience with the subject, prejudices, style of writing, and date of publication for use in determining the competence of the author.

6. Discuss how different artists "see" and draw the same objects. Ex: Compare the way the illustrators Wesley Dennis and C. W. Anderson "see" horses.

7. Help children appreciate the different moods within one story, such as "Wait for William," or in contrasting two stories such as, "Roland the Rabbit," and "Something to Wait For."

8. List descriptive phrases or sentences to appreciate the author's choice of words:

   a town with pretty homes and big years
   The tracks were blocked.
   He looked like a snowball.
   The buildings looked as high as the sky.

   Help children note figurative language:

   save for a rainy day
   as good as gold
   as pretty as a flower
   as flat as a pancake

9. Read selected poems of different moods and discuss words that convey moods.

   Change of mood--"The Monkeys and the Crocodile"
   by Laura E. Richards

   Funny--"The Raggedy Man"
   by James Whitcomb Riley

   Spooky--"Halloween"
   by Harry Behn

   Amazing--"Mice"
   by Rose Fyleman

   Sad--"The Mouse"
   by Elizabeth Coatsmith

   Change of mood--"The Three Little Kittens"

   Spooky--"Little Orphan Annie"

   Funny--"Poor Old Lady"

10. Tell how the author's expressed feelings are similar or different from yours in a like situation and what the author offers as a suggestion for your living.

11. Choose a story in the basic reading text that lends itself to reaction in the light of a child's experience. Direct the children to find sentences in which they find ideas which make them think about some of their past experiences. Discuss these.

12. Follow this activity with a pantomime exercise using a pre-selected list of words that can easily be interpreted. Reread the story and make a list of words that they want to use in sentences. Share these written ideas. Use health or social studies lesson applying similar techniques.

Refer to section K-3 pages 139, 140 and section 4-6 page 93 of Instructional Objectives Exchange Materials for further activities.

V. To Sense the Plot, Humor and Feelings of the Actors:

1. In order to fully appreciate writings, pupils must develop the ability to detect mood, identify conflict in plot, interpret personalitites of characters, and recognize theme.

   Have pupil interpret orally how characters may have talked and felt.
   Show through oral reading how mood changes as adventure progresses.
   Skim to locate words indicative of mood.
   Discuss mood of a story character.
   Compare character with own personality.

2. Ask children to give in a sentence the character or nature of the situation.

3. Have the children give in a sentence the personality or general appearance of a character.

4. Pantomime briefly a book, character or a scene to be guessed.

5. Have the students dramatize a good short story.

6. Ask students to read and plan a radio or T.V. presentation of a story.

7. Describe a character in the beginning of a story.
   Make another description at the end.

8. Select a character that you like.
   What has the author done to make you like him?

9. Select a character that you dislike.
   What has the author done to make you dislike him?

10. Compare the actions of the main character in two similar stories. Why did each do as he did?

11. Dressing as one of the persons in the story and telling what role he plays provide valuable, vicarious experience in giving a live interpretation of a character.

12. A poem may be used for an imaginative drawing that suggests the poem's actions, mood, or scene. The children may draw the picture the poem makes them see. The pictures with a copy of the poem could then be used as a bulletin-board display.

13. Encourage children to discuss the varied feelings and reactions of the characters in a story and tell why they felt or acted as they did as the events changed.
    Suggested stories:
    "The Fox at the Spring"
    "The Boy Who Cried Wolf"

14. Use poems such as the following to allow and encourage the children to see that ideas can be expressed in subtle ways:

    Carl Sandburg's Splinter
    " " " Primer Lesson
    Longfellow's Children's Hour
    " " The Village Blacksmith
    Lincoln's Gettysburg Address

15. Using stories from the reading texts that lend themselves well to detecting humor. Give individual children opportunity to share what they think is humorous and why.

16. Using a play, list the scenes and tell why you suppose the author chose those particular scenes.

17. What emphases has the author given to various phases of the person's life? How do these events show what the author considers to be significant?

18. List things that have happened on a few pages in your book. Note the events told by the author through narration. How is this different from having the characters act it through by having characters tell what happens?

19. Have pupils find poems or stories containing humor. Select a part and prepare to read orally to the class.

20. Discuss how the author sometimes humorously depicts the characters and situations.

21. Encourage children to tell what may be suggested by the title of a story. Read and evaluate how their judgment corresponded to the author's idea.

Refer to section K-3 pages 35, 130, 131, 223, 280; section 4-6 pages 24, 72 of Instruction Objectives Exchange Materials for further activities.

W. To Form Sensory Impressions:

1. Draw a picture of one character from a story.

2. Illustrate a setting of a story.

3. Describe the sights, sounds and smells encountered by a specific character in a story.

4. Locate descriptive words in a story.

5. Choose subject matter that is full of sensory impressions so the children will see or feel something while reading. Use news articles, poetry, and colorful stories that are appropriate. Encourage the child to relate what he reads to similar things he knows.

6. For practice, select a word from a list which tells how the person or persons felt in the sentence given.

   Ex: frightened Chilled speechless, Tom watched them drive away.

7. Teacher could narrate brief episodes that could possibly happen to the children themselves. Have them tell how they would feel in such situations. Suggest that they pantomime the episode showing action, facial expression, and possible remarks.

8. Encourage children to show their appreciation through facial expressions, gestures, and voice quality.

9. In poetry, have them give brief, spontaneous comments as to how they felt after reading.

10. Use both fictional and biographical books from the library in which children can easily associate themselves with the main character. Ex: Wanda Gag's *The Hundred Dresses* in which she demonstrates the social injustices of acceptance and rejection.

11. Illustrate how a story might change from one person to another. Read a short selection to a student, have him repeat what he heard. Repeat process two or three times. Compare the story told by the last person with the original story.

12. Stress the value of figurative language in expressing ideas. Direct children to find words or phrases that describe, and ways figures of speech are used. Look for ways the author gives an idea in an indirect manner.

    Ex: Explain what is meant by "He felt it in his bones." "He was not afraid to get his feet wet."

13. Discuss how a desert is portrayed in the movies or on TV. Make a generalization of what deserts are like before reading about deserts in the encyclopedia. Using varied materials of increasing difficulty, help the pupil create mental images which the words or the expressions stimulate, and encourage him to respond to the mood of the author. Find colorful word pictures.

    Ex: Golden hair
    Clattered down the stairs

14. Direct pupils to
    Select vivid words or expressions from literature.
    Draw a picture to illustrate an author's description.
    Do a pantomime interpreting a story character.
    Read a selection and find details included. Reread, omitting details. Evaluate.
    Plan a sequence of events for a play recalling them from a previously read story.

Refer to section K-3 pages 39, 229, 283; and section 4-6 page 76 of Instructional Objectives Exchange Materials for further activities.

X. To Understand Personal Qualities of Characters:

1. Talk about why the character acts and feels the way he does.

2. After reading a story, children can tell how the animals felt.

3. At an end of a unit activity make a list of character traits. Have children identify characters possessing some of these traits and explain their choices.

    funny
    cheerful
    foolish
    cross
    selfish
    clever
    curious
    friendly
    angry

    Act out some of these traits.

4. Read a story and ask children to listen for ways the character worked and ways he played. Study pictures and discuss.

5. Have children read a story or paragraph and then list (either on paper or orally) all the details about a character or situation.

6. Through different mediums such as TV plays, puppet shows, straight dramatization, or in oral reading, help them identify themselves with a character.

7. Use a sentence to describe the personality or appearance of a character.

8. Discuss a novel, a short story, and a play with which the children are familiar. Call attention to the similarities in character and plot development.

9. Describe a character using the various clues an author gives.

10. Have students read and compare hero epics with biographies, essays with editorials, prose with poetry.

11. A character in a story becomes the hero or heroine according to the social concepts of the child. Have pupil tell which character he chose, and give reasons for his choice.

12. Refer to Section V for additional suggestions.

13. Relate to what extent your feelings would be the same as or different from those of a character in a given situation, and give reasons.

Refer to section K-3 page 226, and section K-6 page 20 of Instructional Objectives Exchange Materials for further activities.

# PART V: MOTIVATING RECREATIONAL READING

## A. Techniques for Motivating Recreational Reading:

Recreational reading depends upon opportunity, interest, and taste. Each teacher should allot a definite time for leisure reading in each day's program. Ample reading materials should be provided in a considerable variety of content and level of difficulty to satisfy differences in interest and ranges of reading levels of pupils. Teachers should guide the children's choices in the light of their past reading experiences and their present needs.

Children with reading problems may have a shorter span of interest. For these reasons, the remedial teacher must provide recreational reading materials that will permit retarded readers to experience day-to-day success.

Properly guided, remedial readers develop a need for independent reading, and many such pupils cultivate a desire to read because they have been involved in successful reading activities and because they find a need for reading.

Some of the many tecnniques and devices used successfully by teachers for motivating recreational reading are included in the following list:

1. Display up-to-date, attractive books in reading corners in the room. Arouse interest in the books by making an interesting comment about each book.
2. Recommend books that appeal to the remedial reader's more mature interests, in spite of simple vocabulary. (High interest-low vocabulary.)
3. Be sure that the material is easy enough to insure successful reading with not more than two or three unfamiliar words on each page.
4. Do permit pupils a choice of independent reading materials.
5. Remember that the enjoyment of literature is concerned with the development of good attitudes and appreciation rather than with the development of skills.
6. Read and tell a variety of good stories to get children interested in reading.
7. Read all but the climax of a story and leave that for the individual reader.
8. Know the individual interests of children and suggest titles accordingly.
9. Introduce for recreational reading book length stories that have a connection with stories in the basic reader.
10. Provide a time for audience reading permitting pupils to share enjoyable parts of books if they desire to do so.
11. Let the children try to sell their book to others by telling just enough of the story to get classmates interested in the outcome.
12. Provide time for creative activities following completion of a story. Such activities might include dramatization, puppetry, picture illustrations of stories, etc.

13. Help the children to relate story experiences to their experiences.

14. Write two or three pertinent and easy questions about a book on an index card and place it in the pocket of the book. Let pupils read the book and answer the questions. Give 5 to 10 points, according to difficulty, for questions answered correctly. Keep a chart of points earned.

15. Use other incentives for increasing the number of books read. Examples: Climb the Ladder to the Haystack chart shows individual seals in the haystack for books read by different pupils; Reading Tree chart adds a leaf for each book read. Children enjoy both individual and group charts.

16. Motivate recreational reading with a baseball game. Draw a baseball diamond on the chalkboard or bulletin board. Children move from base to base as they read a book, and four books read means a home run.

17. Have an occasional What's My Line? program. The teacher is the moderator, guests are characters from books portrayed by pupils, and students take turns being panel members.

18. Information Quiz is another interesting activity. Sample questions: If you had no bone for your dog, who might you be? (very simple) In the book Little Pear by Elinor Lattimore, what did Little Pear receive for Christmas? (more difficult) In what book does a character find that his nose grows longer whenever he tells a lie? (still more difficult)

19. Make use of flannel boards to show storybook characters as you relate the story.

20. Write sentences relating events in a story. Let the children put the sentences in proper sequence.

21. Show a sequence of pictures and let the children relate the story.

22. Teach children songs about the characters in stories. (Example: "The Shoemaker and the Elves")

23. Use filmstrips and movies of good children's literature obtainable at a Audio-Visual Aids Center or in your school.

24. Make use of story-telling records.

25. Encourage children to watch T.V. book programs

26. Make use of radio, television, movies, and other diversions that beguile children away from reading to promote interest in related activities.

27. Occasionally let all pupils participate in choral reading.

28. Let the children write riddles about storybook characters.

29. Continuously display new books and jackets of good books.

30. If a book is enjoyed, encourage children to read other books of the series or by the same author.

31. Encourage each child to obtain a library card of his own.

32. Help pupils to browse with a purpose--to look for appealing, readable books. Point out that illustrations play a part in making a book interesting.

33. Keep all recreational reading periods filled with fun activity and all pupils will participate in the game of reading and never tire of it.

34. A Personal Newspaper: To help motivate individual children to want to read, try a personal newspaper. Take a large sheet of chart paper. Use the child's last name in the title of the paper, such as "The Smith Gazette" or "The Jones Review."

35. Interest Stimulation for Recreation Reading: All too often, children choose to read only certain books which they see others reading or perhaps the newly-acquired library books. They do not make a habit of really choosing the books from the many shelves. In order to arouse a greater interest in recreation reading and to make the children realize what a variety of books we have, I let my fifth-graders volunteer to make a book or poster displays for our reading table.

    I post a list of possible ideas or themes from which the youngsters may choose; often they think of some category I have not listed. A very few suggestions chosen at random from a typical list are the following: science fiction, science experiments, early American heroes, trails to and through the West, girls' camping experiences, space adventures, et cetera ad infinitum.

    This reading-encouragement idea is certainly not a unique procedure; yet each time that I use it, I feel that it is original because of the various books and materials my pupils involve in preparing the displays.

    Use the interests and actual experiences of the child to write up short stories or paragraphs for the paper. Add an illustration and a joke or two and the newspaper is ready. This paper works especially well with remedial students and can be made by the teacher in a few minutes.

36. A Private Reading Case: If you have trouble getting a remedial reading child interested in reading, try this. Take an accordian folder. Decorate the folder according to the age of the child. In one pocket place a poem or two which have been backed on colored paper. In another pocket place instructions for making something. In another pocket place a puzzle that has instructions which need to be read. In another pocket place an appropriate single story that has been made into a small book. In still another pocket place a puppet that can be used with a story in class or the one in the folder. Go over the materials with the child. The child can do part of the items by himself. Let him take the folder home when necessary. Change or add to the items in the folder often. Games, puzzles, recipes, puppets, plays stories, poems and instructions for making things are all good items to use. Mount the items on colored construction paper to make them attractive.

37. Talking Books: When a child reads a book that he has especially liked and wants to share with others, he makes a large book out of two pieces of cardboard from packing boxes. It may be made either in the shape of a book with spaces left for head, arms, and legs, or it may be constructed as a sandwich board. He uses a variety of colors and textures for his project in preparing a provocative jacket which does not give the title of the book in words. When his book is completed, he may visit classes or walk in the hall during recess at which time he is doing some of the "character talk" from within the book. If those who have read the book wish to submit a written title, they may do so. However, the next day, the story book character relates the title of the book so that others may know in order to enjoy the same book.

38. Other methods of sharing books have included book tours around the world complete with passport to be punched, dramas, trip-tiks, and mobiles. Mobiles are especially good to use with biographies, in that it is an easy way to depict events in a person's life.

39. Recreational Reading: This project is in the form of a bulletin board that will be gradually built by the students. It is designed to record, stimulate and encourage students to read for recreation. The bulletin board must be placed where it can be available to students and remain for the length of the project.

A large vase or bowl can be constructed from colored paper. From then on it will be filled in by the students. When a student completes a book from the library, he is asked to write a brief review on a card for a special card file. This file is for the use of other students in finding books they might like to read. After the child has completed the book and the card, he may choose a blossom from a box beside the bulletin board, record his name on the leaf and pin the blossom to the board, thus building the bouquet. The blossoms can be made in a special art class or by students who finish their work early.

OUR BOUQUET OF BOOKS

40. Television Heroes: Here's a way to capitalize on your student's abiding interest in television heroes.

Put these heroes--and student admiration for them--to work to get children's interest in literary classics.

A similar comparison of heroes can be made between Napoleon Solo of The Man From UNCLE fame and Ulysses or Beowulf. Napoleon's extra-ordinary ability to extricate himself from apparently fatal circumstances is more than matched by classic adventures, such as "Ulysses and the Cyclops" and the "Song of Beowulf."

If Outer Limits and Twilight Zone are favorite TV fare for your students, help them see that fiction on the far end of believability has a great tradition in literature. "The Pied Piper of Hamelin," "Rip Van Winkle," and the "Legend of Sleepy Hollow" are effective pieces to use.

The amazing porpoise, Flipper, is a current TV favorite. Have students meet another amazing animal in Kipling's "Rikki-tikki-tavi." Help your students determine what similarities Flipper and Rikki have in their relationships with humans, in their almost human reactions.

After viewing The Fugitive and reading "The Man Without a Country," youngsters should be able to discuss how the plight of Fugitive Kimble and the strange life of Philip Nolan raise similar questions about guilt and innocence.

After introducing various different ones to the class you may ask the children to look for other TV characters that are similar to other classics. Comparing today's TV heroes with literary heroes of the past helps young people realize that while styles of language and mode of presentation may change, our taste in heroes remains much the same.

41. Provide an interesting reading center in the room:
    Lots of books
    A rug on the floor to sit or lay on
    A few pillows
    An easy chair, etc.
    Encourage books from home.

42. Talk about books with students. Discuss good books and what makes them good. Let children tell why they liked a book.

43. Take field trips (not just one a year) to the public library and help each child get a library card and use it.

B. Sustained Silent Reading (SSR):

1. Value reading and model it: Too often our attitude is one of saying that after everything else is done the student may then read a book. We do not value the time the child is reading. We interrupt him for various things. Very seldom do our students see us reading for recreation. Do we set aside a definite period for recreational reading when all, teacher included, can engage in this activity? We feel it is important for teachers to model good behavior, good language, good writing, but we don't model good reading habits--we would probably feel guilty if someone found us reading for our own pleasure during class time.

2. A program of Sustained Silent Reading (SSR):

    a. Set aside a definite period each day when all read silently without interruption on books of their own choice--teacher included. If the teacher does not read with them, the students will soon feel that SSR is really not very important--it's like math--big people don't really want to read--and they might be right.

b. Let nothing interrupt your SSR period.

c. Start with short time periods - 5 or 10 minutes a day and build up to about 30 minutes a day for upper grades, about 20 for primary grades.

d. Remember this is recreational reading--it should be enjoyable. Do not put the threat of book reports over students' heads for reading done during this time.

See Reading is Only the Tiger's Tail, McCracken and McCracken for further detail on SSR.

C. Ways to Share Books:

Don't assign these activities. Let the child have the self motivation and enjoyment of sharing a book by the method he finds exciting.

1. Make a poster advertising a book.
2. Make a miniature stage setting of the whole or part of the story.
3. Make original illustrations for the story.
4. Design costumes for the main characters using paper dolls or clothespins.
5. Make a movie of the entire story or of one interesting incident.
6. Describe a character or scene and let the audience tell from which book it was taken.
7. Construct hand puppets and use them to present an interesting part of the story.
8. Make a frieze or mural to illustrate the book.
9. Dress as one of the characters and tell what part you play.
10. Make a rebus or frieze of a short story.
11. Prepare a chalk talk or a pantomime.
12. Build a sand table setting to represent a part of the story.
13. Get a group to dramatize the story.
14. If you read a "How to Make It" book, bring something you have made and show it to the class.
15. Write a book review for your class newspaper.
16. If you read a travel book, prepare a travel talk.

17. Write an original poem after you have read a book of poetry.

18. Tell why you did or did not like the book.

19. Describe an interesting character.

20. Write or tell one of the following: Most humorous incident
    Most exciting part
    Part you liked best
    Saddest part
    Your favorite character

21. Select two beautiful descriptive passages to be read to the class.

22. Make a list of 5 or 10 new and interesting words or expressions to be added to your vocabulary.

23. Write a letter to a friend recommending a book.

24. If it is a geographical book, make a map and print on it.

25. Have another person who has read the book ask you questions on it.

26. Make a list of five facts you learned from reading the story.

27. Pretend like you are broadcasting a book review.

28. Write a note to the librarian telling her why she should recommend the book, and to whom.

29. Review the book before another class.

30. Give a short biography of the author, and tell about his other books.

31. If you read a science book, prepare a demonstration for the class.

32. If you read a historical book, tell about when the story happened.

33. Tell the story or an interesting incident with feltograms.

34. Tell a story with Chinese shadow figures. (Shadow box)

35. Use clay to model characters or objects from the story.

36. Get some friends to help you and dramatize the story behind a shadow screen.

37. Use wood to carve characters or objects from the story.

38. Construct marionetts and use them to tell an interesting part of the story.

39. Dress a doll to represent one of the characters in the book.

40. Cigar box painted like a book with scene from story inside.

41. Decorate and make a waste paper basket with a pretty picture on outside illustrating a book.

42. Painting on cloth with textile paint.

43. Paper bag puppets or face illustrations of book.

44. Map of world showing location of the book's setting.

45. Peep box.

46. Miniature state setting (hat box for background.)

47. Story of an interesting part of a book in pictures on a window shade.

48. Diorama.

49. Panarama.

50. Class painting or etching.

51. Map of area where story takes place.

52. Series of questions to be answered by class. (Dr. IQ)

53. Book marks.

54. Finger painting of scenes in stories.

55. Crayon and ink etching.

56. Design on paper plates.

57. Plaster of Paris models.